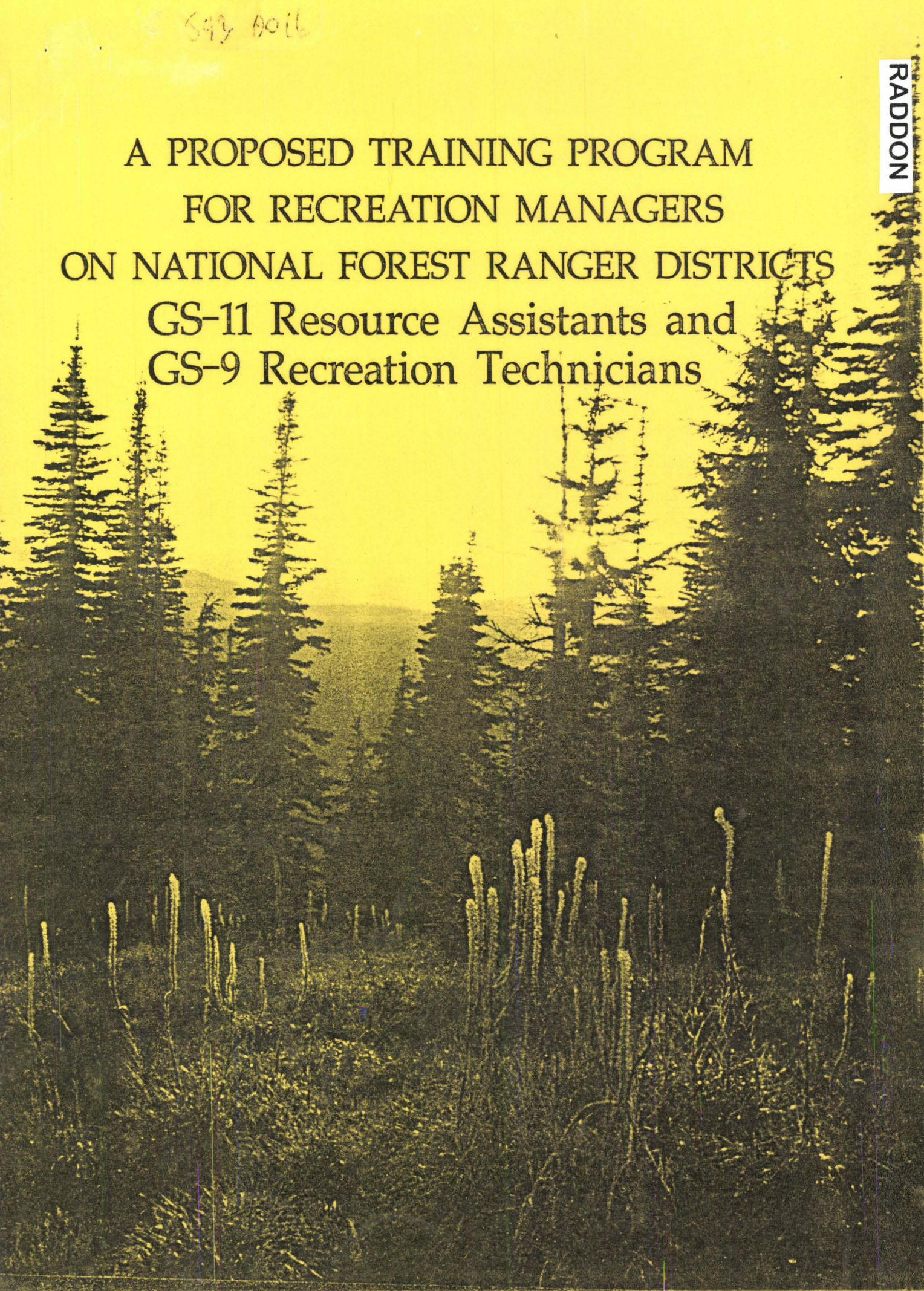


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RADDON

A PROPOSED TRAINING PROGRAM
FOR RECREATION MANAGERS
ON NATIONAL FOREST RANGER DISTRICTS
GS-11 Resource Assistants and
GS-9 Recreation Technicians



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**A PROPOSED TRAINING PROGRAM
FOR RECREATION MANAGERS
ON NATIONAL FOREST RANGER DISTRICTS**

GS-11 Resource Assistants and GS-9 Recreation Technicians

by
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ABSTRACT

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TITLE: A Proposed Training Program for Recreation Managers on National Forest Ranger Districts:
GS-11 Resource Assistants and GS-9 Recreation Technicians.

ABSTRACT: The skills needed for successful performance of the two key players in the management of the recreation program on National Forest Ranger Districts is examined. Fourteen skill areas are identified, and for each skill area the following information is presented:

1. A discussion of each skill area provides a common definition and understanding of the factors involved.
2. Training objectives for the skill area are identified.
3. Suggested reading in the skill area is identified.
4. Suggested training that is available is identified. The time in a person's career that training should occur is also suggested.

Revision of this system for use by each Region is recommended. Subject matter specialists should revise each of the skill areas to meet Regional needs.

Keywords: National Forest Recreation, training, National Forest training, Ranger District training.

EXECUTIVE SUMMARY

Title: A Proposed Training Program for Recreation Managers on National Forest Ranger Districts: GS-11 Resource Assistants and GS-9 Recreation Technicians.

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Intent

The intent of this project was to identify the full range of training needed to be successful in the two key recreation management positions located on National Forest Ranger Districts. A comprehensive guide to recreation training does not exist, and the training received by incumbents in these position is mostly a matter of "targets of opportunity" rather than a planned program over a career.

Literature Review

Only two papers were found to be relevant. One, done in planning for the Utah State Recreation Short Course asked the question: "What should the short course students be doing that they are unable to do now?", and then broke the needed skills into skill areas. Another paper surveyed Forest Service Recreation professionals but was directed at District Rangers, Forest, Regional, and Washington Office staff and can not be directly applied to the two district positions of concern here. However, the paper made two significant observations.

1. Forest Service recreation training is more relevant than university related education.
2. A high degree of competence is needed in personal skills of which they listed 1) understanding visitors; 2) art of negotiating; and 3) understanding people.

From the literature review two conclusions were drawn:

1. Agency developed and trained recreation personnel will largely staff the agency regardless of whether they come from wildland recreation universities or out of other disciplines. Consequently, agency training programs and on-the-job training are critical.
2. Personal skills may be as important as "recreation skills" and should be considered part of the selection process of recreation personnel as well as in the training program once they are employed.

Findings

Training available to Forest Service employees was surveyed. This included Regional, Forest, universities and private sources. The skills needed for the two positions was broken into 14 skill areas as follows.

1. Administration/supervisor skills
2. Planning, marketing, and data management
3. Knowledge of the role of National Forest Outdoor Recreation and the role of customer service
4. Visitor Information Services (VIS)
5. Developed site management
6. Dispersed recreation

7. Law enforcement and risk management
8. Trail system operation, management, construction and reconstruction
9. Wilderness management
10. Wild and Scenic Rivers management
11. Providing public service through commercial services
12. Landscape support to other resources
13. Cultural resource support to other resources
14. Recreation support to other resources

For each of the fourteen skill areas identified the following information is presented.

1. A discussion of the skill area to provide a common definition and understanding of the factors involved.
2. Training Objectives for the skill area are identified.
3. Suggested reading in the skill area is identified.
4. Suggested training that is available is identified. The time in a person's career that training should occur is also suggested.

RECOMMENDATIONS

The paper recommends that a similar system be adopted on a Regional or multi-Regional basis. Each skill area should have a panel of subject matter specialists revise and expand each of the four information areas. This information should be issued in handbook form and made available on each ranger district for use by present and future recreation personnel.

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A PROPOSED TRAINING PROGRAM
FOR RECREATION MANAGERS
ON NATIONAL FOREST RANGER DISTRICTS
GS-11 Resource Assistants/Recreation Officers
GS-9 Recreation Technicians

PART I
INTRODUCTION

A. Audience and objectives

This paper is directed at three groups of Forest Service employees.

1. Ranger District GS-11 Resource Assistants/Officers, GS-9 Recreation Technicians, and individuals who aspire to those positions.
2. Supervisors of these two positions (District Rangers and District Resource Assistants).
3. Recreation staff and others charged with training in the recreation management field.

The objectives of this paper are three:

1. Review the kinds of training that may be needed and are available.
2. Suggest when during a person's career the training should occur.
3. Provide assistance to the individuals themselves, to their supervisors and to recreation staff by providing in one place all relevant data to effectively plan a training program.

B. Background

National Forest lands scattered across the nation are widely used by Americans for outdoor recreation. These National Forest recreation opportunities are managed through a wide variety of programs which range from intensively administered privately owned and developed ski resorts to publicly managed and lightly administered Wilderness areas. Nearly all recreation management activities in the National Forest system are managed at the Ranger District level. Forest Supervisor's Offices and Regional Offices offer coordination, planning and advice, but ultimately, it is at the Ranger District that things happen or fail to happen.

To understand the role of the Ranger District recreation program one must understand the National Forest's role in contemporary society. The following excerpts from the "Zero Code" of the Recreation chapter of the Forest Service Manual provide this setting.

"Recreation Management, because of the nature of recreation itself, is more socially oriented than the other Forest Service resource activities. The product, recreation experience, is a personal value. Consequently, recreation targets, goals, and directions are more difficult to describe in precise terms, since they deal with peoples' experiences, their perception of those experiences, and quality of those experiences. The objective is quality, not quantity. Yet quantity is far more easy to describe and to measure than an elusive and somewhat subjective quality...

"The National Forest responsibilities and opportunities are further distinguished from those of other suppliers by the size of the land base....only the Federal estate will be able to provide opportunities for unconfined outdoor recreation free of the urban influence. Such special opportunities must be maintained for future generations...This is the principle feature that sets National Forest recreation apart from most other suppliers since the converse, of highly modified and/or artificial environments,

can be supplied by many. Therefore, National Forest recreation will focus primarily on activities which require a large land base and provide a contrast to urbanization." (FSM 2300)

National Forests and Ranger Districts vary considerably across the country depending on geographic and demographic features. Common programs often include the following:

1. *Developed Sites:*

These are the fee and free campgrounds and picnic areas. Operation and maintenance include the day-to-day policing and care of the facilities, dealing with the public during their use, and the significant heavy maintenance required from normal wear and tear and from vandalism.

Included in the developed site arena is public information, which ranges from providing the public with information about recreation sites/opportunities, trails, and points of interest to the operation of interpretive centers and interpretive programs. Interpretive programs vary from evening campfire programs to the operation of museums and interpretive centers. Law enforcement can be a significant program in some areas.

Recreation capital investment construction occurs at infrequent intervals. Generally, developed sites must be constructed and reconstructed to a general plan. In most cases the Forest Plan is too general and special guidelines are developed for a geographic area, road corridor, or other common approach. These guidelines are, as often as not, developed by District Resource Assistants. Actual site design is done by a landscape architect or engineer, but the project objectives, site demands and specialized customer needs are usually developed at the local level. Consequently, the Resource Assistant particularly must be able to write a design narrative so that designers will be able to create the end product in the form of needed facilities. In any capital investment project a major factor is the proper National Environmental Policy Act (NEPA)

analysis. This includes scoping (what are the issues and who is concerned?), alternative development, and involvement with other resources specialists. In recent years two areas especially seem to be affecting development of campground facilities. They are cultural resources and Threatened, Endangered, and Sensitive (TES) species of plants and animals.

2. *Dispersed Recreation Management*

Typically, dispersed recreation includes management of the "backcountry": trail operations and maintenance, management of rivers, small campsites along roads, trails, and streams. Also included is management of hunting and fishing activities together with the support systems all these different kinds of recreationists utilize. Trail management includes the construction, operation, and maintenance of trails and trail heads. Management of motorized uses, off highway vehicles, and attendant use restrictions is a major factor in some areas. Pack stock support of field operations is a significant management factor on some Districts. Many Districts contain lakes and rivers which can only be accessed by boats. Consequently, boat operation, safety, and maintenance can be a significant management arena. Law enforcement is often a major job element for wild lands, viewed as areas without controls and therefore attractive to some elements of society. On some Forests this element has become a major concern, and the safety of Forest Service employees working alone (especially women) can be a significant management issue.

3. *Classified Areas*

These are usually Congressionally designated areas with special restrictions and regulations. They may include the following:

- a. Wilderness areas are established where "man is a visitor who does not remain" and possess "outstanding opportunities for solitude or a primitive and unconfined type of recreation." Management of these areas requires special techniques to deal with the

area's special laws, regulations, and areas of emphasis such as required primitive work methods.

- b. National Recreation Areas (NRAs) are normally established to meet a special objective in an area which normally has outstanding natural attributes.
- c. Wild and Scenic Rivers range from recreational river segments with adjacent roads and developed public support facilities to Wild Rivers with highly restrictive management options.
- d. National Historic/Scenic Trails occur on many National Forests. National Historic Trails are designated by Congress and, although usually tied to the National Historic Trails Act, they all have special features that make them unique. National Scenic Trails are nominated by Districts and Forests and approved by Regional Foresters. The guidelines for nomination and management of these areas are in the Forest Service Manual, but care and discretion must be used to insure that the special nature of the area is recognized and accommodated in management actions.

4. *Permit Administration*

A mix of commercial operations is authorized to meet public needs for services which many people are unable to provide for themselves. Most Ranger Districts have a mix of outfitters who provide a variety of recreation opportunities such as river rafting, horse-supported hunting, mountain climbing, and similar services. Other kinds of public services under permit include resorts, ski areas, and groceries/gasoline concessionaires. These special use permitted operations are conducted in a unique local climate of laws, agencies, and special conditions which require an infinite adjustment of national, regional, and Forest requirements to meet local conditions.

5. *Support to other programs*

Recreation is just one activity to occur on the National Forests. Other programs include timber management, watershed protection, fish and wildlife management, fire suppression, and road

construction and maintenance. All of these programs can affect the recreation program. When other programs are being planned, recreation concerns must be considered, and, if possible, the project design should include features that meet recreation objectives. This is normally done through the Interdisciplinary Team (ID team) process and is broadly labeled "support." For recreation this support can be broken into three general areas:

- a. The cultural resource program identifies, inventories, protects and monitors items and places of prehistoric or historic importance on the National Forest. The survey and inventory must be completed before any project site disturbance work can occur. Typically, most site-disturbing activities are timber management and road construction, but recreation site construction, trail construction, administrative sites, and other site disturbing activities must also be cleared.
- b. The visual resources management program provides assistance to projects that may reduce the visual quality of National Forest lands. Some projects, such as timber management and road construction, have high potential to cause unacceptable impacts to the landscape, but often they can be designed to have significantly lower impact than might otherwise occur. As more and more use occurs on the National Forests, the demand for visual support will undoubtedly increase. For major projects professional landscape architects are required, but for most projects "recreation paraprofessionals" and "untrained" recreation management employees provide the support for the many small projects that occur on the Ranger Districts.
- c. The general recreation program identifies impacts to recreation caused by other programs on the National Forest. By working with these other programs through an ID team these projects can often be made less impacting or even have positive effects on recreation.

C. Management of the District Recreation Program

Two positions responsible for managing the recreation program are found on most Ranger Districts in the agency. These positions are the GS-9 Recreation Technician and the GS-11 Resource Assistant/Recreation Officer.

Both the Recreation Technician and the District Resource Assistant are considered the journeyman level positions for their respective job series. Together, these two positions are the keys to providing the leadership necessary to manage the customer services and recreation resources on National Forest lands. The typical Ranger District land base varies from one hundred thousand acres to more than one-half million acres. Direction from the agency's Washington Office, Regional Offices, and Forest Supervisor's Offices normally comes in the form of objectives and broad general direction. How the objectives are accomplished is a result of the training and experience of the individuals in these two positions.

GS-11 Resource Assistant

The District Resource Assistant/Recreation Assistant (or Resource Officer in some Regions) normally holds a bachelor's degree in forestry, biology, range, soils, recreation, landscape architecture, or in some related natural resource field. This position is charged with managing the District recreation program. On most districts this person is also charged with other resource programs such as minerals, all permit administration, watershed, and less frequently in recent years the fish and wildlife programs.

The Resource Assistant serves as a member of the District Ranger's staff and represents recreation and public services (and his/her other responsibilities) on ID teams considering a wide range of activities on the Ranger District.

In regard to recreation management, the Resource Assistant is usually involved with coordinating programs with adjacent Districts, working with other agencies and authorities which have responsibilities on or near the Ranger District, planning new projects and annual work, overseeing the ongoing program, dealing with supervisory issues, and managing the budget.

The Resource Assistant normally supervises the Recreation Technician(s) and thus is responsible to the District Ranger to ensure that work targets are met within budget constraints and the recreation resources and customer services are carried out to meet Forest, Regional and National standards and objectives. Consequently, although the Resource Assistant may not need to have all the technical knowledge of the subject matter, he/she should have enough understanding of the field to know when things are working properly and when they have fallen below acceptable standards.

GS-9 Recreation Technician

Historically, the "typical" District Recreation Technician had little formal college education. In recent years, two or more years of college education is becoming the norm, and persons with a bachelor's degree are not uncommon in this position. (Quite often this education is in a non-resource field such as English or art.) The Recreation Technician is responsible for carrying out the work portion of the District recreation program. He/she is expected to be a "jack of all trades" and be able to keep all of the programs operating. This position is the typical solver of the "crisis of the moment" found in public service operations. Work requirements of the position on many Districts include responsibility for the following areas.

1. Supervises the crews who accomplish the work of campground maintenance, operation, repairs, trail work, resource rehabilitation, etc. Skills in carpentry, plumbing, painting and electrical work are often needed, and a general background in construction work is often beneficial. Seasonal jobs are subject to safety hazards from "joy-riding" or other undisciplined behavior

from young employees. Supervisory skills to manage the diverse work force are required, as is the managerial skill necessary to handle the budget and administrative controls in the agency.

2. Administration of construction and maintenance contracts for recreation facilities, project work on trails and on other facilities.
3. Enforcement of federal, state, and local laws and regulations to carry out the varied programs on a District. Level II Law Enforcement Training is the standard, and Level IV (Police Officers' Standard Training [POST]) is not unusual. The incumbent is also expected to be able to deal with civil conflicts among recreationists utilizing National Forest lands.
4. Permit administration. Many commercial operations occur on National Forest lands, e.g., outfitters/guides and resorts. These commercial operations are authorized to meet public need and must be administered to provide a specified range of public services without causing unacceptable resource impacts.

D. Problem Identification

Unfortunately, employees often arrive in these positions without a thorough background of training needed to carry out all of these duties. A clear standard which identifies the qualifications and skill requirements of these positions is lacking.

This is aggravated by the fact that a comprehensive list or description of training needs and performance standards for these positions is not available. All Regions maintain a training catalog which has a list of classes, including recreation courses, available. However, these courses do not cover all the areas needed, and many important courses of study are seldom if ever offered, especially in recreation; nor are any of the courses mandatory. Regions do not provide a comprehensive training program. For the most part, Districts and Forests are left to "roll their own" when it comes to basic recreation management, customer service, and work force management training.

The Colorado Correspondence Courses provide some of this training, but information about the classes is provided informally and with little emphasis. The Colorado courses are aimed at the professional level or at the person with a four-year degree, and often Technicians are discouraged from taking the courses.

Consequently, it is not uncommon that a person will arrive in one of the Technician positions without having been exposed to a thorough training program designed to cover many of the aspects of the job. Second, when a performance problem does develop, it is difficult to identify where the problem lies. Is the lack of performance due to lack of training? If so, what is needed to correct the deficiency?

PART II

LITERATURE REVIEW

Literature on recreation training appears to fall into two general groups, those dealing with management problems similar to those found on National Forest Ranger Districts and those with other agencies or other kinds of problems. The literature dealing with management problems on Ranger Districts can be divided into those justifying why foresters should be the recreation managers and those justifying why some other discipline should carry the responsibility. (See Recreation Working Group Technical Sessions, Society of American Foresters, 1978 and 1979).

Some studies do give us some insight on the topic of this paper. Downing and Schreyer (1979) when designing the Utah State Recreation Short Course identified skills needed as follows.

Communication/Facilitation Skills: write reports, memos; public relations activities; organize and conduct meetings; listen; mediate disputes; arrange for cooperation and formal agreements.

Administrative Skills: prepare budgets, develop short/long-range plans, recruit/supervise/evaluate employees, write management objectives, make decisions in ID teams, deal with organizational politics, evaluate program effectiveness, use cost efficient methods.

Activity Management Skills: developed recreation, dispersed roaded recreation, off highway vehicle recreation, visual resources, Wilderness recreation.

Site Planning Skills: Use topo maps, aerial photos, prepare scale drawings, prepare recreation site plans.

Technical Skills: Manage interpretive programs, present interpretive/naturalist programs.

Analytical Skills: Develop criteria for weighing alternatives, interpret research literature, apply statistics/sampling, use quantitative methods, forecast recreation demand with economic projection methods, use computers.

The focus of the Downing/Schreyer paper was Forest Service GS-11, -12, and -13 employees attending the Utah State Recreation Short Course. Much of the impetus was in answering the question,

"What should the short course students be doing that they are unable to do now?". Their goal became "the image of a professional advocate who is aggressively initiating innovative changes in recreation resource management programs..."

At that time most short course participants were upper level Forest and Regional office staff recreation professionals. Consequently, the information is not highly relevant to entry level District Resource Assistants or to Recreation Technicians.

A recent study that has some relevance to the issue discussed in this paper is the survey of outdoor recreation education among selected Forest Service personnel by Professor Leslie M. Reid at the University of Texas (Reid, 1988). This study sampled 566 Forest recreation professionals working in nine Regions of the Forest Service.

The study examined the relationship between formal education, experience in Forest recreation jobs, and satisfaction with the skill gained in the practicing profession. It focused on respondents working at all levels in the agency and did not determine grade level. The responses on duties were coded poorly so that it did not separate respondents working at the District level from the Forest level from the Regional level. For

example, on question 10 (working job title) the 03 code lumped responses ranging from titles which indicate Regional office (i.e., group leader - dispersed recreation) to Forest level (Recreation Staff Officer) to District level (District recreation and lands staff). It is also apparent that the study focused largely on District Rangers and on Forest, Regional, and Washington Office level professionals, considerably higher level positions than those considered here. Another limitation to applicability of this survey is that it was directed at recreation professionals and did not include the GS-9 level Recreation Technicians. Nevertheless, the study makes interesting observations that are relevant to the recreation training needs of a Ranger District.

1. Less than 50 percent of the respondents considered university-level course work in recreation as necessary to perform their recreation job. In other words, Forest Service training sessions, workshops and on-the-job training were the most significant training received or needed.
2. Respondents agreed that a high degree of competence is needed in personal skills, of which they listed 1) understanding visitors; 2) art of negotiating; and 3) understanding people. Of the disciplines, marketing was the most frequently mentioned, followed by sociology.

These skills are the same ones Downing and Schreyer grouped into communication/facilitation and administrative, to which their respondents also gave high value (66 to 92% importance to do well).

Considering those two findings, two conclusions can be drawn.

1. Agency developed and trained recreation personnel will largely staff the agency regardless of whether they come from wild land recreation universities or out of other disciplines. Consequently, agency training programs and on-the-job training are critical.
2. Personal skills may be as important as "recreation skills" and should be considered part of the selection process of recreation personnel as well as in the training program once they are employed.

Internal Training Programs

The Forest Service Manual (FSM) section 6141.1 "Employee Development Requirements" provides the following direction.

1. Line officers and supervisors shall identify training and development needs and disseminate information on training opportunities to meet those needs, and assure that employees receive training to meet the identified needs.
2. Each year supervisors shall prepare Form FS-6200-2, Individual Development Plan, for all permanent employees.

Region 1 policy FSM 6/83 R-1 SUPP 295 to 6141.03 states that training developed in Region 1 shall:

1. Equip individuals with technical skills needed to improve the quality of land management efforts.
2. Update the skills and knowledge of the work force to keep current with new technologies.
3. Increase the ability and skill of supervisory and managerial personnel.
4. Develop the full potential of the work force.

Section 6141.22 of the R-1 supplement to the Forest Service Manual delegates the responsibility of determining training needs on a Region-wide basis to Regional Staff Directors. The Staff Officers are to develop and sponsor training to meet program objectives and those Forest needs which the Forests cannot provide for themselves. Responsibilities include but are not limited to:

1. Systematically analyze the problem...
2. Coordinate training needs and training program plans...
3. Develop and/or sponsor training courses...

4. Ensure that the proper employees receive training...
5. Select qualified instructors...
6. Designate a training course coordinator...

Several internal training programs within the agency were reviewed. Most Regions prepare training catalogs which list training to be offered with a brief description and schedule. Many of the "generic" classes listed in Part III, "Training Program and Performance Standards," were developed from these catalogs produced by Regions 1, 4, 5, and 6. In all cases the annual catalog produced by the Regions only lists the courses to be offered during the fiscal year. Consequently, when reviewing for example, the Fiscal 91 R-6 Training Catalog chapter on recreation offerings, one sees that REC 2, REC 15, REC 26 and REC 27 will be offered this year. But there isn't a hint as to what REC 1, REC 3-14, REC 16-25 consist of or when they might be offered (Pacific Northwest Region, 1990).

Just knowing that a class exists or is being offered does not give the potential trainee or his/her supervisor knowledge of how that session fits into the overall needs of the individual in both the short and long run and in what priority it should be placed. Many sections of the Forest Service Manual (FSM) have sections on training needs and standards which are developed by the staff group for that function and sub-function. Often these are developed at the Regional level. The most complete are in the visual resources management for Northern Region Recreation (see discussion on Visual Management Training in Part III. following).

Fire Management within the Forest Service provides the best development of a program of training, and training objectives lie in the fire management function. The Wild land Fire Qualification subsystem provides a nationwide source of wild land firefighting personnel who are qualified to perform fire suppression jobs for which they have been certified. The system includes the minimum training, experience, and physical fitness requirements for positions in the Incident Command System. Although these are special short term positions used on wild land fires, they relate to work performed on the District and can be used in identifying criteria

for normal work assignments in fire management on a Ranger District. They are clearly defined, have clear training objectives, standards and prerequisites. Younger employees doing career planning can clearly understand the steps they must take to reach their goals. This information is kept in a handbook available on all Ranger Districts.

Unfortunately, such a system is not available for the skills needed in recreation management.

PART III

TRAINING OBJECTIVES AND PERFORMANCE STANDARDS

A. Introduction

The skills and training needed by Ranger District recreation personnel have been divided into 14 specialty fields. Not all specialty fields will be needed on all Ranger Districts. Some of the specialty fields are duplicative and are needed in several areas; an example would be Law Enforcement.

The specialty fields can be consolidated into three broad areas for discussion purposes.

Communication/ Administrative/ Planning is the first of three skill areas. The first skill area, "administration and supervisory skills," are used in all facets of our professional and personal lives. Training opportunities abound in the Federal Government, in the Forest Service, in public and private universities, in private sessions and in our communities. Planning, marketing, and data management are also broad based skills which can be found in the private sector, and the skills are usually readily transferable to National Forest recreation. Only the understanding of the role of National Forest outdoor recreation can be considered specialized.

Activity and technical skills include the eight skill areas. These are technical skills in which training is available from a variety of sources.

Support Programs. Providing recreation opportunities on National Forest lands is only a segment of the varied activities that occur on the lands. Integration of the many National Forest activities into a program that provides the best mix of services for the American public is the art of land management.

The integration of the recreation program into the other resource programs on Ranger Districts across the country has little counterpart in other agencies or in private land management.

Many of these other programs can have a significant effect on the recreation resource and on customer satisfaction. The negative impacts of these programs can be greatly reduced or eliminated by careful and thoughtful project design. In the Forest Service vernacular this is called "recreation support" to other functions. On many Districts this support is a major program and in terms of volume of business and budget support may exceed direct recreation programs.

These "support" programs can be broken into three areas: landscape management, cultural resources, and general recreation or recreation planning. All of these activities involve someone serving on ID teams to plan projects on the Ranger District. The majority of this work does not directly benefit recreation but can affect recreation opportunities, and it is important to the management of the whole National Forest system and is required by NEPA.

The fourteen skill areas follow.

Communication/administration/planning skills.

1. **Administration/ supervisor skills.**
2. **Planning, marketing, and data management.**
3. **Knowledge of the role of National Forest outdoor recreation and the role of customer service.**

Activity/technical skills

4. **Visitor Information Services.**
5. **Developed site management.**
6. **Dispersed recreation.**
7. **Law enforcement and risk management.**
8. **Trail system** operation and management, construction and reconstruction.
9. **Wilderness management.**
10. **Wild and Scenic Rivers** and management of classified areas.
11. **Providing public service through commercial services.**

Support skills

12. **Landscape support** to other resources.
13. **Cultural resources support** to other resources.
14. **Recreation support** to other resources.

Skill Areas. Each skill area is treated individually as follows:

1. Discussion: The skill area is discussed to insure a common definition and understanding of the factors involved.

2. Training objectives are identified.
3. Suggested reading that would help with training.
4. Training opportunities. Often these are composites of courses offered in the training catalogs of Regions 1, 4, 5, and 6.
5. A common source of training is shown.
6. Abbreviations used include the following:

OPM	=	Office of Personnel Management
Region	=	Regional Office training or coordinated by Regional office specialists
Forest	=	Forest training
Private	=	Private contractors, including universities

Timing of Training. The time in a person's career that the training should occur is shown in one of three general categories as follows:

1. **Entry Level** is training which should be received before starting in the position or within a few short months of job entry. It should be considered a prerequisite to satisfactory job performance and could be used as a screen in candidate selection.
2. **Journey Level** should be completed to be fully successful in the position. Generally, within two to five years of job entry.
3. **Advanced Level** is a lead person or Forest or Regional training cadre. Most persons in this category have more than five and often more than 10 years of experience.

B. Training Objectives and Schedule By Skill Area

1. *Administrative and Supervision Skills*

a. *Discussion.*

Writing/ Communications

For the Resource Assistant these skills are probably the most critical area in determining the long-term success of the District recreation program. Regardless of the technical skill of the incumbent, if communications with adjacent units and the Forest Supervisor's Office are not effective, or he/she ignores the realities of bureaucratic procedures, then projects will begin to fail or be completed to less than satisfactory standards.

A skill area closely related to administration and communication skills is discussed in the section on recreation support. Lack of communication skills can fail to "sell" important parts of the recreation resource to District ID teams. Thus, the full consequences of the alternative proposed actions on recreation will not be fully displayed, resulting in the line officer's making an uninformed decision.

Supervision

Much of the work accomplished is done by subordinates. It goes without saying that good supervisory skills are essential for both the Resource Assistant and the Recreation Technician.

Fortunately, both of these areas (communication and supervision) are areas in which the agency provides effective and frequent training. All Regional and Office Of Personnel Management training catalogs are full of a wide variety of training opportunities which meet the supervision/ communication needs.

Internal and External political realities

Bureaucratic Politics

There is another area difficult to define but which is especially important to Recreation Technicians. This is variously described as "networking," "knowing who to see," or part of the "good old boy" system (although it isn't just "boys" in today's diverse work force). Forests have large numbers of people working at jobs which can provide assistance to recreation managers. Although there are formal methods to ask for and obtain this support, the informal command and information lines, internal cliques, and subtle networks often are more effective. These kinds of groups/individuals often defy formal control lines, especially for employee groups who have been in place for extended periods. Recreation managers who understand this and know how to work with key individuals are often able to get a great deal more work done than they would without help. For example the road crew foreman can have the backhoe stop by on the way to another job, and a hole will appear where needed at no charge. This will occur only if the recreation manager knows and understands how to work within the system; otherwise, the backhoe goes by without stopping (or no one even knows it went by).

The ability to obtain this kind of assistance and support needed is significant. Unfortunately, a training program for this has yet to be defined but is usually obtained in the school of "hard knocks."

- b. *Training Objectives* for administration, communication, and supervisory skills.
 - a. Be able to write clear and concise reports and memos.
 - b. Be able to provide supervision so that priority work gets accomplished in a timely manner and large volumes of work are accomplished through the willingness of subordinates to

find innovative methods. Employees receive effective training in a timely manner and utilize state of the art equipment where feasible.

- c. Understand the internal politics of the agency and know when to take risk.
 - d. Be able to work with a diversity of people in a great variety of situations.
- c. *Suggested Reading* for administration, communication, and supervisory skills.
- a. A Wack on the Side of the Head by Roger vonOech, 1983, Warner Books, Inc. New Year.
 - b. One Minute Manager.
- c. *Training Opportunities* for administration, communication, and supervisory skills.

The following list of classes was taken from Regional training calendars and from the San Francisco OPM catalog. This list is not intended to be all inclusive, but rather, a broad coverage. Every few years a new "fad" or trend in patented courses comes around, such as Lou Tice's concept of "Investing in Excellence." These are usually very good and should be taken when possible.

- a. Basic Supervision (40 hours) OPM

	Entry	Journey	Advanced
Resource Assistant	X		
Recreation Technician	X		

b. Advanced Supervision (40 hours) OPM

	Entry	Journey	Advanced
Resource Assistant	X		
Recreation Technician		X	

c. Management Fundamentals for New managers and Supervisors (usually 30 to 40 hours) OPM or Region

	Entry	Journey	Advanced
Resource Assistant		X	
Recreation Technician			X

d. Managerial Grid/Middle Management (30 to 40 hours) OPM or Region

	Entry	Journey	Advanced
Resource Assistant		X	
Recreation Technician			X

e. Career/Life Planning (usually 30 hours) OPM or Region

	Entry	Journey	Advanced
Resource Assistant	X		
Recreation Technician		X	

f. Briefing/Public Speaking/Instructor Training/Facilitation (12 to 40 hours) OPM, Region, Forest, or Private

	Entry	Journey	Advanced
Resource Assistant	X		
Recreation Technician	X		

g. Report Writing (30 to 40 hours) OPM, Region or Private

	Entry	Journey	Advanced
Resource Assistant	X		
Recreation Technician		X	

h. Dealing With Difficult People (8 hours) OPM, Region

	Entry	Journey	Advanced
Resource Assistant		X	
Recreation Technician		X	

i. Conflict Resolution (24 hours) OPM, Region, Private

	Entry	Journey	Advanced
Resource Assistant		X	
Recreation Technician			X

j. Legislative Affairs (12 to 16 hours)

	Entry	Journey	Advanced
Resource Assistant		X	
Recreation Technician			

k. Clemson or Utah Recreation Short Course (220 hours). These courses include about 120 hours of class and field work over a three-week on-campus course, and a required project which averages about 100 hours. The course work includes a wide range of subjects which, as a significant objective, strive to get the student to become innovative in finding other, non-traditional methods to accomplish local goals.

	Entry	Journey	Advanced
Resource Assistant		X	
Recreation Technician			

2. *Planning, Marketing, and Data Management*

a. *Discussion of Planning, Marketing and Data Management*

Early recreation planning consisted of the District Ranger's observing where people preferred to camp and then building a campground there. Often these sites were small and inefficient to maintain and operate, but because maintenance was done with fire crews, the cost was small. Sites were located randomly, only meeting the existing demand and seldom identifying an underutilized attraction or providing a full range of services.

Today the recreation demand is rapidly changing and consists of a varied program which, on a typical Ranger District, could include in addition to campgrounds, a Wilderness experience,

Wild and Scenic Rivers, dispersed opportunities on lakes and streams and in the backcountry, trail programs, visitor interpretive programs on a variety of subjects from local fauna and flora to prehistoric sites. In addition, the public is demanding the Forest Service supply higher quality services and programs. To meet this changing demand requires a higher level of sophistication in recreation planning than utilized in the past. Planners must understand the changing demographics of the United States, which affects the types, sizes and kinds of recreation vehicles and vehicles and equipment utilized on National Forest lands.

There is increased demand for a wide range of recreation services on portions of the National Forests. An integrated plan of visitor information, day use sites, overnight facilities, and interpretive services is a requirement both for customer satisfaction and for economic efficiency. Today, there are significant research and development ideas generated in a wide variety of sources. The Forest Service recreation manager must keep up on changes in the field and know how to find information to fit his/her needs.

To effectively manage a program involving a range of sites and varied degrees of use, the manager must maintain an effective record system. The Forest Service Recreation Information Management (RIM) system at this writing is nonexistent, but a new system (RRIS: Recreation Resource Information System) will be on-line shortly. The recreation manager should become familiar with this system and use it to make intelligent decisions about the program.

Marketing as a tool to understand and provide service to customers has only recently been considered in the National Forest recreation community. Marketing entails establishing a way for the organization to learn about customer wants and then use that information to create programs that will satisfy targeted clientele. Marketing focuses on the needs of the customer.

By matching the strengths of the Forests with the needs of the customers, it is possible to develop recreation programs to meet the public's needs.

Both the Resource Assistant and the Recreation Technician must understand the role of the Forest Plan and special guidelines and implementation schedules needed to effectively plan for and manage the recreation resources on a Ranger District. Although typically most of the strategic planning is done by the Resource Assistant or by ID teams that may include the Resource Assistant, the Recreation Technician must understand the planning well enough to carry out his/her role.

The Recreation Technician is normally involved in tactical planning, such as how to construct/reconstruct a facility or accomplish work. Although the Recreation Technician appears mainly to carry out work planned by others, he/she must be extremely adaptable to changing conditions. An unwillingness or inability to adjust to new ways of doing business by those charged with the implementation will usually result in failure of the program.

b. *Training Objectives* for Planning, Marketing and Data Management

1. Understand and be able to utilize human behavior patterns relevant to recreation planning. These include the quality of the experience, the Maslow hierarchy of human needs, visitor satisfaction, conflict among users, and evolution of recreation opportunities in a person's life.
2. Be knowledgeable about the organizations which are interested in the recreation opportunities in the area. Be knowledgeable about organizations interested in, and periodicals providing information related to, management of your program. Be aware of agencies,

universities, and organizations doing research in your area which is relevant to your program.

3. Understand outdoor recreation planning concepts such as ROS, and be able to use them as a working tool.
4. Utilize and understand the Forest Service RRIS.
5. Understand that marketing is not selling. Utilize marketing principles in developing management programs for the District.

c. *Suggested Reading* for Planning, Marketing and Data Management.

1. Kotler, Phillip, 1982. Marketing for Nonprofit Organizations, 2nd ed. Prentice-Hall, Inc.
2. Syme, John H., 1987. Recreation in the U.S. Forest Service: A Marketing Opportunity. Department of Forestry, Clemson University, 27 pp.
3. Hronek, Bruce, 1990. Partnership Opportunities in the Easter Region. Indiana University, Department of Recreation and Park Administration, 21 pp.
4. Wilgus, Carl, Jerry Bird, Liz Close, & Jack Lavin, 1990. Marketing Direction for the National Forests in Idaho, State of Idaho, Department of Commerce, 16 pp.
5. USDA, Forest Service, 1986. ROS Book.
6. USDA, Forest Service, 1990. Forest Service Manual, Chapters 2300, 2310, 1330.

d. *Training Opportunities* for Planning, Marketing and Data Management.

1. Colorado State University, Division of Continuing Education Correspondence Study Courses.

Course #432	Foundations of Forest Recreation
Unit #3:	Role of National Forest System and Forest Service in Outdoor Recreation.
Unit #4:	Major Sources of Outdoor Recreation

	Entry	Journey	Advanced
Resource Assistant	X		
Recreation Technician	X		

Course #434 RIM System, Special Uses and Appeals
Unit #9: RIM

	Entry	Journey	Advanced
Resource Assistant		X	
Recreation Technician	X		

Course #436 Recreation Planning
Unit #15 Recreation Opportunity Spectrum
Unit #16 Economic Analysis
Unit #17 Visual Resources
Unit #18 Cultural Resources

	Entry	Journey	Advanced
Resource Assistant	X		
Recreation Technician		X	

2. Recreation Resource Information System (formerly RIM). Use and application of the system at the District level. Should be given when system comes on line with occasional repeats for new personnel. (about 24 hours) Region

	Entry	Journey	Advanced
Resource Assistant		X	
Recreation Technician	X		

3. Marketing. Several universities offer courses tailored to Forest Service needs and range in time from two days to two weeks. Often the end product is a marketing plan for the District/Forest. (80 hours) Region/Private

	Entry	Journey	Advanced
Resource Assistant		X	
Recreation Technician			X

4. Planning and NEPA. There are several patented courses being offered which give extensive training in NEPA. (24 to 40 hours) Private/Region

	Entry	Journey	Advanced
Resource Assistant	X		
Recreation Technician		X	

5. Clemson or Utah Recreation Short Course (220 hours). These courses include about 120 hours of class and field work over a three-week, on-campus course, and a required project which averages about 100 hours. The course work includes a wide range of subjects which, as a significant objective, strive to get the student to become innovative in finding other, non-traditional methods to accomplish local goals.

	Entry	Journey	Advanced
Resource Assistant		X	
Recreation Technician			

3. History and the role of National Forest outdoor recreation

a. *Discussion* of the role of National Forest Outdoor Recreation.

It is important for managers to understand the past practices and policies in the development of current outdoor recreation on the National Forest in order to adjust to changes occurring today. The philosophy that has guided recreation management on National Forest lands may be changing due to the changes in the nation that brought the National Recreation Strategy. In order to make sound decisions, a manager must understand the basis of past decisions to see how the current practices and policies deviate from the past. With that basic understanding the manager can fit his program into the agency's goals and objectives.

The role that the National Forests occupy is unique in recreation management, and often recreation professionals graduating from accredited institutions in outdoor or wild land recreation are oriented to private sector or to state and county recreation programs.

b. *Training Objectives* of the role of National Forest outdoor recreation.

1. Understand how the creation and early management of the National Forests affected the role of recreation through World War II. An understanding of the accomplishments of the CCC's is important.
2. Understand how post-war development and changes in the management of the National Forests and of recreation management affected the changing role of recreation in our country.

3. Understand how legislative changes in management of the National Forests affected the management of all resources.
4. Understand the philosophical importance of Forest Service recreation management as it focuses on recreation opportunity.
5. Understand the role of the National Forests and the agency in providing an element in the spectrum of outdoor recreation opportunities.

c. *Suggested Reading* of the role of National Forest outdoor recreation.

1. Hammitt, W.E., and D.N. Cole, 1987. *Wild land Recreation*, John Wiley & Sons, New York, New York, 131 pp.
2. Tweed, William C., *A History of Outdoor Recreation Development in National Forests 1891-1942*. Clemson University, Department of Parks, Recreation and Tourism Management.
3. USDA, Forest Service, 1990, *Forest Service Manual*, Part 2301-2304, Authority, Objectives, Policy, Responsibility.
4. USDA, Forest Service, 1990, *Forest Service Manual*, Part 2310 Planning and Data Management; 2310 Authority; 2311 Resource Opportunities in Recreation Planning; 2313 Recreation Planning and Knutson-Vandenberg (K-V) Act.
5. USDA, Forest Service, 1982, *ROS User's Guide*, Washington, D.C.
6. USDA, Forest Service, 1983. *The Principal Laws Relating to Forest Service Activities*. Agricultural Handbook Number 453. US Government Printing Office, Washington, D.C.
7. *Wildland Recreation and Intercultural Communication Tapes*. Available from Hummingbird Camera Systems, Inc. 933 6th Street, Suite A, Hermos Beach, CA 90254. (213) 376-6414. This two tape series covers topics and management techniques focused on developing better intercultural communications, primarily between resource agencies

and the visiting public. Developed through a cooperative effort of Forest Service Wild land Recreation and Urban Culture Research Project and California State University at Chico.

d. *Training Opportunities* for understanding the role of National Forest outdoor recreation.

1. Colorado State University, Division of Continuing Education Correspondence Study Course.

Course 432: Foundations of Forest Recreation

Unit #3: Role of National Forest System and Forest Service in Outdoor Recreation.

Unit #4: Major Sources of Outdoor Recreation

	Entry	Journey	Advanced
Resource Assistant	X		
Recreation Technician	X		

Course 433: Meeting the Needs of Recreation Resource Users

Unit #5: Visitor Behavior

Unit #8: Role and Function of Interpretive Services

	Entry	Journey	Advanced
Resource Assistant	X		
Recreation Technician	X		

2. Clemson or Utah Recreation Short Course (220 hours). These courses include about 120 hours of class and field work over a three-week, on-campus course, and a required project which averages about 100 hours. The course work includes a wide range of subjects which, as a significant objective, strive to get the student to become innovative in finding other, non-traditional methods to accomplish local goals.

	Entry	Journey	Advanced
Resource Assistant		X	
Recreation Technician			

4. Visitor Information Services

a. *Discussion of visitor information services.*

Visitor Information services can be broken into two important categories. They are Information Services and Interpretive Services.

Information Services

Information the visitor needs to make decisions on where to stay, how to get there, what to do next, and on the importance of the alternatives available to him/her while planning his/her stay. The information can be provided in a wide variety of methods from brochures, signs along the highways and trails, to personal contacts at visitor centers, and with video movies and radio messages.

An element of bureaucratic confusion often enters into this arena. The front office receptionist may be supervised by the Business Management section (Support Services Supervisor) or by the Public Affairs Officer. The receptionist's duties normally range from greeting and providing information to office visitors, but they also answer the phone, type, file, and perform many other "office" duties. The receptionist's ability to obtain current information about field conditions is severely limited due to inability to leave the office. Unfortunately, this person is the most common contact for visitors seeking information. Consequently, it is important that a system be established and monitored by both the Resource Assistant and the Recreation Technician to insure that current information on field conditions reaches the receptionist in a form that can be easily displayed to the public.

Interpretive Services

Often referred to as VIS (Visitor Information Services), this is the how, what, why and where for the visitor that interprets what he/she is seeing/experiencing. Interpretive services are often the key that determine the quality of the recreation experience. The interpretation is conveyed to the customer through a variety of methods ranging from personal one-on-one contact with a "ranger," to evening campfire programs, to visitor centers with elaborate displays. Brochures, books and other sale items are a prime medium in the delivery of interpretation. Interpretation is a very specialized field which most Districts cannot afford. Consequently, the product is usually a stale and stilted brochure or sign that only begins to tap the possibilities at most sites.

Together, the two arms of Visitor Information Services should provide a planned, coordinated program to meet the customers' needs.

An area of confusion is the role of the Public Information Officer (PIO) on the Forest. Often recreation personnel feel it is the role of this person to effectively display the opportunities on the Forest. Nowadays the PIO usually functions as a Public Affairs Officer (PAO) and is involved in management of the larger issues on the Forest and is not available for routine press releases and public information projects. Consequently, a District often must be able to prepare information brochures and guides for the public with little meaningful assistance.

There are a host of regulations controlling the methods and kinds of brochures that may be printed. These controls are periodically a hot arena due to violations. Both the Resource Assistant and Recreation Technician should be aware of the general content of these regulations. If a brochure needing higher quality than obtained on the office duplicating machine is needed, guidance should be obtained from persons familiar with the regulations.

b. *Training objectives of Visitor Information Services.*

1. Understand the wide variety of activities and facilities that may be used in different situations to inform visitors of information and opportunities in the area.
2. Understand the opportunities and limitations in using signs along the roads of the National Forest. Understand the directions and limitations in the Manual of Uniform Traffic Safety Control Devices (MUTSCD) which has been adopted by the Forest Service. Understand how to use the sign handbook (FSH 7109.11).
3. Be aware of modern trends in interpretation. Be able to prepare handouts and brochures for visitors. Understand the publication approval process enough so as not to make serious mistakes.
4. Understand the advantages and opportunities as well as limitations of Interpretive Associations.
5. Understand the controls on publications and how to work within the system. Be able to provide the public service documents needed.

c. *Suggested reading of Visitor Information Services.*

1. USDA, Forest Service, 1990. Forest Service Manual, Title 2300 Recreation, Wilderness and Related Resource Management, Chapter 2390 - Interpretive Services. 21 pp.
2. Sign Handbook. FSH 7109.11.
3. Association of interpreters Newsletter and the several interpretive books available. See Interpretives Association guides for information.

d. *Training Opportunities for Visitor Information Services.*

1. Colorado State University, Division of Continuing Education Correspondence Study Course.
Course #432: Foundations of Forest Recreation, Unit #3: Role of National Forest System and Forest Service in Outdoor Recreation

	Entry	Journey	Advanced
Resource Assistant	X		
Recreation Technician	X		

2. Course #433: Meeting the needs of Recreation Resource Users
Unit #5: Visitor Behavior
Unit #6: Working with Volunteers
Unit #7: Being a Good Host
Unit #8: Role and Function of Interpretive Services

	Entry	Journey	Advanced
Resource Assistant	X		
Recreation Technician	X		

3. Interpretive Association Training, Basic. 6 to 16 hours. Forest, Region, or Private.

	Entry	Journey	Advanced
Resource Assistant	X		
Recreation Technician	X		

4. Workshops on interpretation. Usually Regionally sponsored, occasionally by private association. Should be repeated occasionally, depending on the degree of interpretive activity occurring. Join the National Association of Interpreters, which is divided into Regions and holds annual conventions with workshops. (8 to 40 hours) Region or Private

	Entry	Journey	Advanced
Resource Assistant		X	X
Recreation Technician		X	X

5. Training on working with the media. Usually Regional sessions of 16 to 32 hours. Region, Forest, or Private

	Entry	Journey	Advanced
Resource Assistant		X	
Recreation Technician		X	

5. **Developed Site Management**

a. *Discussion*

Developed sites are the heart of the recreation program for most Ranger Districts. Here is where most public contacts are made, the greatest public service is rendered, and the management of these sites consumes the largest portion of funds and energy. Developed sites range from lightly used day sites such as picnic areas through low development scale level 3 campgrounds to heavily used highly developed level 4 campgrounds. Many developed sites have a combination of other types of uses such as trails or visitor centers. Operation of these sites requires a variety of skills ranging from facility maintenance (carpentry, plumbing, mechanical) to public contact and law enforcement.

The trend to larger public fee campgrounds with other visitor services is accelerating. As sites become larger and offer more services, management complexity increases. In addition, peripheral support services such as sewer plants, water systems, and electrical systems may be involved.

The management of these areas is often more of an art than a science. An experienced "Tech" can walk quickly through a campground and emerge with a long "laundry list" of work to be done, which is simply not observed by most people. These are often the "little" items which are the significant difference between a satisfactory and unsatisfactory visit for our customers. For example: holes worn and dug under tables; bumps and rocks in sleeping areas; fireplaces full of ashes; tables greasy, full of splinters and needing staining. Toilets are probably the area of greatest dissatisfaction to our customers. The recent research that led to the 16-point program

will take years to make significant inroads on the odor problem. Meanwhile, toilets still need to be swept, scrubbed, painted and maintained with "TLC" without which they are an objects of derision to most people. These observer skills are learned through experience by working for people who have the "eye" and by attending workshops with peers. They are not taught in a classroom. Unfortunately, little emphasis was placed on these skills during the 1980's, and few new people entering the organization have developed the "eye". Often the best source of cross-training is other agencies, such as state parks departments, the National Park Service, or the Army Corps of Engineers. Another advantage of workshops is the transfer of new ideas, tools, and materials under field conditions by different units.

b. *Training Objectives for Developed Site Recreation.*

1. Understand the role the home Districts developed sites play in the Regional ROS. This will vary significantly from place to place.
2. Understand the role of law enforcement in campground administration. As a minimum, receive Level II training.
3. Understand the major physical features of the District recreation facilities, their strengths, weaknesses, and management techniques to minimize down-time and maintenance costs.

c. *Suggested Reading for Developed Site Recreation.*

1. Chapter 2330, Publicly Managed Recreation Opportunities. USDA, Forest Service Manual. 1990.

2. USDA, Forest Service, 1988. Cleaning Recreation Sites...An Update F.S. Technology and Development Center -- San Demas, CA. Special Report 8023 1801. 83 pp.
3. RIM Handbook, FSH 2309.11.

d. *Training Opportunities for Developed Site Recreation.*

1. Colorado State University, Division of Continuing Education Correspondence Study Course.

Course #432: Foundations of Forest Recreation,

Unit #3: Role of National Forest System and Forest Service in Outdoor recreation.

Unit #4: Major Sources of Outdoor Recreation

	Entry	Journey	Advanced
Resource Assistant	X		
Recreation Technician	X		

2. Course #433: Meeting the Needs of Recreation Resource Users
Unit #5: Visitor Behavior
Unit #8: Role and Function of Interpretive Services

	Entry	Journey	Advanced
Resource Assistant	X		
Recreation Technician	X		

3. Course #434: RIM, Special Uses, and Appeals
Unit #9: RIM

	Entry	Journey	Advanced
Resource Assistant		X	
Recreation Technician	X		

4. Forest and Regional training and workshops on developed sites. (16 to 40 hours)

	Entry	Journey	Advanced
Resource Assistant	X		
Recreation Technician	X		

5. Law Enforcement Level II, (40 hours) Region or Forest.

	Entry	Journey	Advanced
Resource Assistant	X		
Recreation Technician	X		

6. Workshops on developed sites (16 hours should be repeated every 1 to 2 years) (Region, Forest, other agency).

	Entry	Journey	Advanced
Resource Assistant		X	X
Recreation Technician		X	X

6. Dispersed Recreation

a. *Discussion*

Dispersed recreation, recreational activities that occur over non-specific sites, includes hunting, hiking, river running, and camping at "undeveloped sites." Dispersed recreation is an intangible grouping that is difficult to "manage." Determining what activities are occurring and how many people are involved is difficult due to the large areas in which these activities take place.

There are several activities that are classified as dispersed that often receive special attention and can be generalized into the categories of winter recreation, commercially managed recreation such as outfitters and guides, hunting and fishing, camping, and hiking. Specially classified areas such as Wild and Scenic Rivers, National Recreation Areas, Historic and Scenic Trails are areas of intense management that fall into this classification. These are discussed in a later section.

Traditionally, this area is often the last to be funded, and during the 1980's many Ranger Districts received little or no funding for this often large, time-consuming, and heavily impacting program.

Since the program is difficult to define, there is likewise little concrete training available. What there is can be found in special areas as follows.

1. *Winter Sports*

Cross-country (X-C) skiing and snowmobiling fit this category. There may be a cabin or other form of warming hut, and there may be a volunteer ski patrol. In some places

the Forest Service is setting cross-country ski tracks although funds seldom allow any but a very limited program, and most Regions discourage the practice. Major management problems include parking, which may be handled through a state-sponsored "Park N' Ski" or "Sno Park" program; avalanche warnings; and conflicts between snowmobilers and cross-country skiers.

Most Regions provide training to manage winter activities, especially because of the high risk from lawsuits resulting from avalanches and other hazards. Risk management is an important part of managing this program. Backcountry avalanche prediction and other services to winter backcountry visitors can be significant on some Districts. For X-C skiing on groomed trails, current direction is to have others manage these kinds of opportunities through some kind of partnership. Consequently, District management is changing to one of permit administration.

2. *Outfitter and Guide Administration*

This program is significant on some Districts. Generally, any commercial services on National Forest land must be under permit. Outfitter and guide permits run the range from traditional fall hunting to summer pack trips to river running to mountain climbing and helicopter skiing. Some of these fields require considerable technical skill and are subject to high risk. Administration of these permits requires technical knowledge of the field as well as people contact skills.

3. *Off Highway Vehicle (OHV)*

This area includes motorized and non-motorized transportation such as mountain bikes, hang gliders, parasails as well as the traditional motorcycles. Management of this program can vary from no use to extensive programs. Today use of the "quad-runner" or 4-wheeler about 42 inches in width is becoming more and more common. Two

management issues take the bulk of the time: 1) construction and maintenance of designated facilities (often with state funds), and 2) conflicts with the non-motorized public. Most Districts have some areas which are designated to be open and some areas to be closed to motorized use. Consequently, information dissemination to get the users into their "own" area is often an important feature. Construction of special trails and campgrounds for OHV users is a significant activity on some Districts.

4. *Dispersed Camping*

Dispersed camping can be a major impact on some Districts. This kind of camping can occur along streams and rivers, near points of attractions such as lakes and trail heads. Often overflow camping near fee campgrounds falls into this category. Litter cleanup, erosion, and human waste are often problems requiring management action at dispersed sites.

5. *River Management and Special Areas*

This management arena can be a large program on some Districts. Heavy use can occur when recreationists come to the river to cool off, to fish, or to ride the white water. Some Districts have high elevation scenic areas or other areas that attract large numbers of people. In each case the District must develop a program to fit the needs of the visitors.

b. Training Objectives for Dispersed Recreation Management

1. Become aware of the technical demands of activities occurring on the District. Be able to provide information about activities to the visitor, including what information about other areas your visitors need.

2. Be aware of the special kinds of areas on the District and the effects of Forest Service activities on these areas. Be able to function on an ID team and effectively represent and become a "champion" for those activities.
 3. Be able to prepare special management guides for the specialized activities on the District.
 4. Understand the Forest Service Manual direction, Forest Plan direction and other guidelines and policy direction to the dispersed activities that occur on the Rivers. In the case of rivers, they may or may not be classified under the Wild and Scenic Rivers Act discussed in skill area 11 following.
- c. Suggested Reading for Dispersed Recreation Management.
1. FSM Chapter 2350 Trail, River, and Similar recreation.
- d. Training Opportunities for Dispersed Recreation Management.
1. Colorado State University, Division of continuing Education Correspondence Study Course.
 - Course #432: Foundations of Forest Recreation
 - Unit #3: Role of National Forest Systems and Forest Service in Outdoor Recreation
 - Unit #4: Major Sources of Outdoor Recreation

	Entry	Journey	Advanced
Resource Assistant	X		
Recreation Technician	X		

 - Course #433: Meeting the Needs of Recreation Resource Users
 - Unit #5: Visitor Behavior
 - Unit #8: Role and Function of Interpretive Services

	Entry	Journey	Advanced
Resource Assistant	X		
Recreation Technician	X		

Course #434 RIM System, Special Uses, and Appeals
Unit # 9: RIM

	Entry	Journey	Advanced
Resource Assistant		X	
Recreation Technician	X		

Course #435: Trails, Facility Design, Operation and Maintenance
Unit 11 Trail Planning

	Entry	Journey	Advanced
Resource Assistant		X	
Recreation Technician	X		

Course #436: Recreation Planning
Unit #15 ROS
Unit #16 Economic Analysis
Unit #17 Visual Resource Management
Unit #18 Cultural Resource Management

	Entry	Journey	Advanced
Resource Assistant	X		
Recreation Technician	X		

Course #437 ORV, River and Winter Recreation
Unit #19 ORV's
Unit #20 Rivers
Unit #21 Winter

	Entry	Journey	Advanced
Resource Assistant		X	
Recreation Technician		X	

2. Dispersed management workshops are offered by a variety of sources including other agencies, Regions, and Forests. Usually these focus on a special topic area such as Wild and Scenic Rivers, Off Road Vehicles, etc. A major objective is the transfer of new ideas, methods, tools and attitudes. Managers should attend these sessions every few years to keep current. (8 to 40 hours)

	Entry	Journey	Advanced
Resource Assistant	X	X	X
Recreation Technician	X	X	X

3. Law Enforcement for Managers would be appropriate for the Resource Assistant with a large program, especially after a few years of enforcement activity.

	Entry	Journey	Advanced
Resource Assistant			X
Recreation Technician			

7. Law Enforcement and Risk Management

a. Discussion

Law enforcement is just one tool which can be used to obtain desirable human behavior. There are many other tools such as peer pressure and signs which may work and should be tried before resorting to law enforcement.

In the Forest Service, law enforcement has been a feature of some urban Forests for more than 20 years while it is just becoming significant on the rural Forests.

To recreation, law enforcement as a tool can accomplish several tasks. In the simplest, a ticket can be issued for non-payment of fees. Enforcement of special closures is an important part of many recreation programs. As urban influences travel to the Forests, it is becoming increasingly important to train field-going personnel to recognize hazardous situations and how to deal with them.

Another area of law enforcement that can be quite dramatic, time-consuming, emotionally draining, and dangerous is dealing with civil disputes. These can range from simple fender bender automobile accidents to major multi-injury accidents, robberies, and conflicts between groups of recreationists. Although normally the function of the local county sheriff, it is not unusual for Forest Service employees to become involved in domestic and civil disputes in recreation areas. In these cases it is imperative that the employee correctly size up the situation, call for backup help, and clear the area of bystanders.

Risk management is an area becoming increasingly important in our litigious society. Risk management calculates the risk and consequences of possible hazards on publicly provided facilities: campgrounds, trails, swimming sites, ski areas, etc. What is the likelihood that an accident would occur and the probability that a court would assume that we as managers could have (should have) prevented the condition/ situation. As the country becomes more urbanized, our rural "common sense" is less common in our visitors. There is increasing need to train our rural recreation managers about how our city visitors view our facilities.

Also in the arena of risk management is a legal principle called "Discretionary Function," which means that under the U.S. Act giving citizens the right to sue the government there is a set of circumstances where the government can decide that it will not be liable for failure to provide certain services. These circumstances become important in dispersed recreation at low budget levels where the Forest Service is unable to provide a full range of services that might prevent an accident. For example if an area is called a Winter Sports area on the map, then the Forest Service manual and the Forest Service health and safety code require certain practices (avalanche forecasting and control, public warnings). If they are not provided, then the public must be notified. The methods and manner in which this is done is fiscally very important.

The law enforcement section of the manual (FSM 5370) displays training standards which are applicable to recreation personnel. There are several levels, some of which are summarized here.

1. Law Enforcement Orientation (8 hours). For line and staff officers to familiarize students with the law enforcement and investigative responsibilities of the Forest Service.
2. Basic Law Enforcement Orientation (8 hours, formerly Level I). For all employees who have contact with the public as part of their regular duties.

3. Law Enforcement Training (40 hours, formerly level II). For employees with occasional involvement in enforcement such as the issuance of violation notices and who are involved in preparation of case reports.
4. Law Enforcement for Managers (40 hours). For line officers, District Rangers, Forest Staff Officers, and Forest Supervisors to provide appropriate technical knowledge of law enforcement jurisdiction, authorities, and responsibilities.
5. Police Training Programs (POST 9 weeks, formerly level IV). Employees who receive this training will usually work at least half the time in law enforcement and most will work full time. They are considered police officers and will receive full equipment.

For most recreation programs 40 hours of training will meet most needs for both the Resource Assistant and the Recreation Technician. Some Technicians may want to take the 9 week Police Officers Standard training. Most seasonals should be given 8 hours training as a minimum. Some Resource Assistants may want to take the Law Enforcement for Managers a few years following the basic 40 hour class.

b. Training Objectives for Law Enforcement

1. Understand how law enforcement is a tool to change public behavior. Be able to apply law enforcement in appropriate situations and decline to use where appropriate.
2. Have enough training to deal with most situations encountered. Know when to back off.
3. Understand what training is available and what training subordinates should receive.

c. Suggested Reading for Law Enforcement

1. FSM 5300, Law Enforcement.
2. Code of Federal Regulations, book 36, part 261.10 Occupancy and Use.

d. Training Opportunities for Law Enforcement

1. Law Enforcement Training (40 hours, formerly level II). For employees with occasional involvement in enforcement, such as the issuance of violation notices, and who are involved in preparation of case reports.

	Entry	Journey	Advanced
Resource Assistant	X		
Recreation Technician	X		

2. Law Enforcement for Managers (40 hours). For line officers, District Rangers, Forest Staff Officers, and Forest Supervisors to provide appropriate technical knowledge of law enforcement jurisdiction, authorities, and responsibilities.

	Entry	Journey	Advanced
Resource Assistant			X
Recreation Technician			

3. Police Training Programs (POST) 9 weeks. Formerly level IV. Employees who receive this training will usually work at least half time in law enforcement and most will work full time. They are considered police officers and will receive full equipment.

	Entry	Journey	Advanced
Resource Assistant			
Recreation Technician			X

4. Refresher workshops for Level II and above. (1 day) Forests

	Entry	Journey	Advanced
Resource Assistant	X	X	X
Recreation Technician	X	X	X

8. Trail System Operation, Management, Construction, and Reconstruction

a. Discussion

For the first half of the 20th century trails provided the primary access through the National Forests. A transportation system of trails was developed to provide access to most parts of the National Forest system for use in controlling fires and for other management activities. This trail system reached its peak in the 1930's with the construction of thousands of miles of trails by the Civilian Conservation Corps. At this time the Forest Service had a well-trained work force technically able to construct and maintain the large trail system.

With the acceleration of logging in the 1950's and 1960's roads replaced much of the trail system. With the decline of the size of the trail system came a concurrent decline in the number of people to maintain the trail system coupled with a decline in the importance of trail maintenance skills to National Forest management. As the use of the trail system for basic transportation decreased, its use for recreation increased by the public. This public use has two dimensions significantly different from the old access management systems.

1. Use today is often of significantly greater magnitude than the trail system was designed to accommodate. Trails which were expected to have two or three Forest Service pack trains of use each year during the dry summer months today often receive use by hundreds of stock and people throughout the year. The old 30% grades up ridge lines and trails through soft meadows are no longer acceptable.

2. Recreation destinations and trail character attributes may be different than were the fire control and National Forest management destinations for which the trails were designed.

Today, many Ranger Districts have 100 miles or more of recreation trails, and some have considerably more. The use, especially on Forests near metropolitan areas, can exceed 10,000 people per trail per year. This high use places demands unforeseen during the design of the trails. While use has dramatically increased, funds for maintenance have withered. As trail crews shrank, maintenance became mostly matter of cutting out blow-down trees and dealing with the worst slide and erosion problems ("cut and run"). Consequently, maintenance of erosion problems dwindled, and significant resource loss to the trail system has increased, as was pointed out in the General Accounting Office study on National Forest trails completed in 1989. There has been limited training of new persons entering the agency in the art of trail maintenance. Due to the lack of skilled maintenance, some trail systems became progressively worse even when funding was available.

Today, many Forests have lost the nucleus of trained employees needed to maintain the recreation trail system. The need to maintain these skills is compounded when much of the trail system is located in designated Wilderness areas where primitive methods and tools must be used. Use and maintenance of the cross-cut saw ("Misery Whip"), hand rock drills, and the construction of "dry wall" rock culverts are nearly a lost art.

Pack and saddle stock to maintain crews working in the backcountry is a major management item on some Districts which have a large trail system. Only a small percentage of Ranger Districts in the country still maintain pack and saddle stock, and most of these are in the Northern and Rocky Mountain Regions. For those Districts that do use stock, the skills required

for effective and efficient management are often difficult to obtain for new managers raised in an urban environment and who have not themselves received training. Not only must the manager understand the special "care and feeding" required by the stock, he/she must also watch the economics of the operation carefully. Today's recreation manager seldom has any background in handling stock. The skills once common in this country have become more and more difficult to find. An inexperienced or untrained manager can institute or allow to occur wasteful practices which can result in the loss of valuable animals through injury or sickness. It can also result in injury to Forest Service employees or to the general public.

b. *Training Objectives for Trail Management*

1. Understand the primary legislative authorities, regulations and policies for a Forest trail system.
2. Recognize the role of trails and their relationship to overall recreation planning concepts in providing a broad spectrum of recreation opportunities.
3. Understand trail planning, development, construction, operation and maintenance, and recognize their interrelationships. Understand and apply design and construction guides for various types of trails such as equestrian, motorcycle, or X-C skiing.
4. Be a certified trail contract inspector. Be able to survey and design trail projects and prepare contracts. If workload warrants, become a certified contracting officer's representative (COR).
5. Identify alternatives available to the manager for developing and maintaining trails or trail networks.
6. Understand basic stock handling requirements and techniques to manage a District program.

7. Have a working knowledge of safe use and care of horses and mules for riding and packing. Have adequate skills to participate in an occasional backcountry trip in a safe and efficient manner.

c. *Suggested Reading for Trail Management.*

1. USDA, Forest Service, 1983. The National Trails System Act of Oct. 2, 1968. (PL 90-543, 82 Stat. 919, pp. 246-270 in "The Principal Laws Relating to Forest Service Activities.") Agriculture Handbook 453, U.S. Government Printing Office, Washington DC. 591 pp.
2. USDA, Forest Service. Current edition, Forest Service Manual, Title 2300, Parts 2350 to 2353 Trail, River and Similar Recreation Opportunities. Chapter 2320, Wilderness Management
3. Code of Federal Regulations, book 36, part 261.10, Occupancy and Use.
4. USDA, Forest Service, Forest Service Handbook 2309.18, Trails Management Handbook.
5. USDA, Forest Service Manual, Current edition, Title 5460, Rights-of-Way for Trails.
6. USDA, Forest Service, Standard Specifications for Construction of Trails, EM-7720-102, June 1984.
7. Hendee, John C. et al. 1990, Wilderness Management. Chapter 16, Biological Impacts of Wilderness Recreation and Trail Management: Managing Trail Impacts pp. 451-462.
8. Back, Joe, Horse, Hitches and Rocky Trails
9. Elser, Smoke and B. Brown. Packin' in on Mules and Horses. Mountain Press. 168 pp.

d. *Training Opportunities for Trail Management.*

1. Colorado State University, Division of Continuing Education Correspondence Study Course.
Course # 435: Trails, Facility Design, Operation and Maintenance.
Unit # 11. Trail Planning, Development and Management

	Entry	Journey	Advanced
Resource Assistant		X	
Recreation Technician	X		

2. Trail training, basic. Drainage, construction, and maintenance. May include location, surveys, and contracting. (16 to 32 hours)

	Entry	Journey	Advanced
Resource Assistant		X	
Recreation Technician	X		

3. Primitive skills training for trails in Wilderness areas. Use and maintenance of the cross-cut saw, hand rock drills, bridge building, etc. Ninemile #5 or equivalent, or the session on log timber bridge building (Ninemile #7). 16 to 32 hours. Region or Forest

	Entry	Journey	Advanced
Resource Assistant		X	
Recreation Technician	X		

4. Trail Contracts Inspector and COR training. Normally a series of sessions requiring one or more years as an inspector before becoming a COR. (8 to 10 hours)

	Entry	Journey	Advanced
Resource Assistant			
Recreation Technician			X

5. Trail Draining and Structures (Ninemile #8) is a course taught at the Ninemile Center. It focuses on the most critical and neglected element of trail maintenance. Other Regions may have similar programs.

	Entry	Journey	Advanced
Resource Assistant		X	
Recreation Technician	X		

6. Trail workshops are hosted by both Regions and by Forests. They are the most effective method of transferring new technology to the field. Trail crew leaders should attend regularly (perhaps yearly), and managers at least every 3 to 5 years. Topics include trail signs, explosives, surveys, design and construction, data management, and topics of special management concern.

	Entry	Journey	Advanced
Resource Assistant	X	X	X
Recreation Technician	X	X	X

7. Horse handling and Packing Clinic (No. 9 mile-1) (32 hours), Ninemile Wild lands Training Center, Ninemile RD, Lolo NF, Northern Region. This is a "hands-on" clinic which provides a working knowledge of safe use and care of horses and mules.

	Entry	Journey	Advanced
Resource Assistant			
Recreation Technician	X		

8. Trail Plows and Graders. For crews working in Wilderness areas who have the use of stock, the use of plows and graders can significantly reduce costs. Ninemile # 9 or equivalent. (16 hours), Region or Forest.

	Entry	Journey	Advanced
Resource Assistant			
Recreation Technician	X		

9. Horsemanship for Managers (No. 9 mile-2). (16 hours). Ninemile Wild lands Training Center, Ninemile RD, Lolo NF, Northern Region. Directed at managers with little or no experience with stock to provide basic horsemanship instruction to the casual or infrequent user. Additionally, managers are exposed to a safe and efficient stock program.

	Entry	Journey	Advanced
Resource Assistant		X	
Recreation Technician			

10. Defensive Horsemanship (No. 9 mile-3). Ninemile Wild lands Training Center, Ninemile RD, Lolo NF, Northern Region. (8 hours). More of a "how to" course than the management of a stock program in Ninemile 2 above.

	Entry	Journey	Advanced
Resource Assistant			
Recreation Technician	X		

11. Minimum Impact Camping. For leadership of crews working in Wilderness areas. This is often a significant area, for the Forest Service needs to take the lead in use of low impact techniques. Crews working in Wilderness can easily get to feeling that the rules don't apply to them. Ninemile #4 or equivalent. (16 hours). Region or Forest

	Entry	Journey	Advanced
Resource Assistant	X		
Recreation Technician	X		

12. Llamas can provide support to backcountry crew where traditional pack stock is impractical. The difficulty is often in getting "started," especially in areas where "stock rules supreme." Training from local owners is one alternative. The Ninemile Training Center # 10 offers a comprehensive course.

	Entry	Journey	Advanced
Resource Assistant			
Recreation Technician		X	

9. Wilderness Management

a. *Discussion*

The Forest Service has managed primitive areas through much of the early part of this century. With the passage of the Wilderness Act in 1964 considerable attention has been given to the role of Wilderness in the United States and in particular to the job of "managing" Wilderness. The guiding philosophy of management had changed considerably in the 25 years since the passage of the act, and it continues to evolve rapidly. The concept of "limits of acceptable change" was almost unknown in 1980 and by 1990 was being implemented in most classified Wilderness areas.

This continuing evolution in management philosophy and direction has effects on all other activities that occur in the Wilderness. The Forest Service is not the only entity affected by these changes. The activities of outfitters, Fish and Game departments, fire control programs, and everyday recreationists has been and will continue to be significantly changed from practices common just a few years ago.

Many of these management practices appear to be "overkill" to persons not familiar with the background and philosophy behind the practice. The agency risks conflicting management directions if all managers have not been effectively trained so that similar decisions are being made under common conditions across multi-District and multi-Forest Wildernesses. Consequently, a minimum level of training is indicated for all managers involved with Wilderness management. In addition, frequent coordinating sessions are required.

Because Wilderness management is a combination of hard science and a social science and because it is relatively new, new research and management ideas are continually emerging. Limits of Acceptable Change (LAC), the common management system used today, was little known in the 1970's. It will probably continue to evolve and by the year 2000 may have little resemblance to the management practices used today. Consequently, persons involved in Wilderness management must continually follow the literature and attend workshops.

In recent years there is increasing attention being paid to management of the "total Wilderness resource;" which includes fish, wildlife, soil, the airshed, water and cultural resources as well as the traditional recreation management. Consequently, line officers are finding it necessary to become involved in management of the Wilderness where in the past it was considered part of the recreation resource and delegated to the Resource Assistant.

b. *Training Objectives* for Wilderness Management

1. Understand the Forest Service role in Wilderness history.
2. Be able to overview the philosophy, public law, code of regulations, and Forest Service policy governing Wilderness management.
3. Be acquainted with basic principles of Wilderness management.
4. Understand the role of the Forest plan in Wilderness management.
5. Understand the concept of Limits of Acceptable Change and how it can be used in Wilderness management.
6. Understand techniques of Wilderness education and visitor management in the Wilderness.

7. Be able to describe the basic skills needed in Wilderness management.

c. *Suggested Reading for Wilderness Management*

1. USDA, Forest Service, 1983. The National Trails System Act of Oct. 2, 1968. (PL 90-543, 82 Stat. 919. pp 246-270 in "The Principal Laws Relating to Forest Service Activities," Agriculture Handbook 453, US Government Printing Office, Washington DC. p. 591.
2. USDA, Forest Service. Current edition, Forest Service Manual. Title 2300 Parts 2320, Wilderness Management; Parts 2350 to 2353 Trail, River and Similar Recreation Opportunities.
3. Code of Federal Regulations, book 36, part 293, Wilderness Primitive Areas.
4. USDA, Forest Service, Wilderness Ranger Handbook.
5. Hendee, John C., et al. 1990, Wilderness Management, 2nd edition, revised. North American Press, an imprint of Fulcrum Publishing, Golden, CO.

d. *Training Opportunities for Wilderness Management*

1. Wilderness Management (40 hours). Session should include interpretation of the act, National Forest philosophy on use of primitive tools and strategies to accomplish Wilderness objectives. This is the most often neglected course of District Wilderness managers. The discomfiture of the leadership structure in the Forest Service comes from not attending the course and following through the thought process that leads to the Forest Service position on the use of primitive tools in the Wilderness. Forest/Region

	Entry	Journey	Advanced
Resource Assistant	X		
Recreation Technician	X		

2. Limits of Acceptable Change (16 to 32 hours). Application of the concept of Limits of Acceptable Change. Could also include discussions of the use of a public task force in setting the LAC standards and objectives.

	Entry	Journey	Advanced
Resource Assistant	X		
Recreation Technician	X		

3. Colorado State University, Division of Continuing Education Correspondence Study Course.

Course #438 Wilderness

Unit # 22 Wilderness Philosophy

Unit # 23 Wilderness Skills and Techniques

	Entry	Journey	Advanced
Resource Assistant	X		
Recreation Technician	X		

4. Wilderness workshops, usually with a theme such as LAC, least tool, etc. (16 to 40 hours) Region, Forest, or other agency.

	Entry	Journey	Advanced
Resource Assistant	X	X	X
Recreation Technician	X	X	X

5. Primitive Skills. Cross-cut saw use and other "primitive" tool use and care (8 to 40 hours). Formal classes offered in Region 1 at Ninemile, (Ninemile-5) but most Regions offer classes and workshops.

	Entry	Journey	Advanced
Resource Assistant		X	
Recreation Technician	X		

6. Minimum impact camping (Ninemile-4). A class designed to demonstrate modern equipment and techniques for light-on-the-land camping. The Forest Service should be a leader in demonstrating these practices, yet all too often we are embarrassed by employees who can't, won't, or don't practice these skills.

	Entry	Journey	Advanced
Resource Assistant	X		
Recreation Technician	X		

7. Llamas are an alternative tool to stock use to support crews working in the backcountry. A good manager needs to know the advantages and disadvantages in the use of these interesting animals. Ninemile # 10 offers a comprehensive course, but instruction by local breeder/users/outfitters may also serve well.

	Entry	Journey	Advanced
Resource Assistant			
Recreation Technician		X	

10. Wild and Scenic Rivers Management

a. *Discussion*

Wild and Scenic Rivers are scattered throughout the National Forest System. Many Forest Plans have identified more potential rivers, and advocacy groups are calling for establishment of a significant number of them. It is likely that the system may double in the next ten years. Consequently, management of Wild and Scenic Rivers on Ranger Districts will become more and more common.

Management of Wild and Scenic Rivers can vary significantly from river to river, but there are common threads between all Congressionally designated Wild and Scenic Rivers.

The Wild and Scenic Rivers Act (82 Stat. 906, as amended; 16 U.S.C. 1271) established the National Wild and Scenic River system and established policy for managing the rivers. The objectives are to "provide river and similar water recreation opportunities to meet the public needs..." and "protect the free-flowing condition of designated Wild and Scenic Rivers and preserve and enhance the values for which they were established." (FSM 2354)

The manual (FSM 2354.03) lists eight policy points in river management. They are summarized below.

1. Plan and manage river recreation in a context that considers the resource attributes, use patterns, and management practices of nearby rivers.

2. Emphasize activities that harmonize with the natural setting of the National Forest.
3. Manage the use of rivers by establishing as few regulations as possible.
4. Emphasize user education and information.
5. Coordinate river management with other federal, state, or local agencies having primary or concurrent jurisdiction.
6. Ensure that proposed and ongoing projects and activities conform with the purposes of the act.
7. Establish use limits and other management procedures that best aid in achieving the prescribed objectives for a river and in providing benefits to the public.
8. Acquire water rights needed to ensure sufficient water to achieve management objectives.

Most of the established rivers have an approved management plan, but each river may have significantly different management challenges. A variety of these challenges is illustrated below.

1. *Private property rights.* Many rivers administered by the National Forest system have significant amounts of private lands along their shores. These lands were homesteaded before the establishment of the National Forest. Often the owners are descendants of the original homesteaders who greatly resent being told what they can do with their property. These lands are administered through several different scenarios.

In some cases development rights have been purchased in the form of a scenic easement. To manage those lands, the Ranger District administrators must be familiar with the actual deed and carefully explain to the landowner (and subsequent purchasers) the limits of development. In some cases it limits the color buildings can be painted. In most cases it limits construction of new buildings and facilities. In all cases

it is confusing and frightening to the landowners. Consequently, there is a high demand for skills relating to working with people and negotiating.

2. *Conflicts between river users* is a significant management challenge on many rivers. Often these conflicts are managed by systems which limit the number and timing of users such as lottery permit systems. In working with these systems some group will always feel that they are being discriminated against. Skills in dealing with these groups and in communication are significantly important.
3. *Demands for lands for other uses* in the Wild and Scenic River corridor. Power lines, highways, small hydroelectric facilities, and many other public uses are proposed for the corridors because they normally occupy the easiest construction ground in the locality. How are these uses to be accommodated under the Act?

b. *Training Objectives* for Wild and Scenic Rivers

1. Understand the Wild and Scenic Rivers Act, the Act placing the river being administered under the Wild land and Scenic River Act, and the river's current management plan.
2. Personal skills to deal with groups and individuals such as Art of Negotiating and Understanding People.

c. *Suggested Reading* for Wild and Scenic Rivers

1. FSM 2354 - River Recreation Management.

d. *Training Opportunities* for Wild and Scenic Rivers

1. Colorado State University, Division of continuing Education Correspondence Study Course.

Course #437: Management of Off-Road Vehicle, River and Winter Recreation
Unit #19 Off-Road Vehicles
Unit #20 River Recreation
Unit #21 Winter Recreation

	Entry	Journey	Advanced
Resource Assistant	X		
Recreation Technician		X	

2. Workshops on management of Wild and Scenic Rivers (16 to 32 hours). Region, Forest, other agency or private

	Entry	Journey	Advanced
Resource Assistant	X		
Recreation Technician		X	

3. Attend national conferences and workshops relating to Wild and Scenic Rivers, (16 to 32 hours).

	Entry	Journey	Advanced
Resource Assistant		X	X
Recreation Technician		X	X

4. Work on details on other rivers in the Wild and Scenic River system which have similar management conditions.

	Entry	Journey	Advanced
Resource Assistant		X	X
Recreation Technician		X	X

11. Providing a Public Service Through Commercial Services

a. *Discussion*

Commercial enterprises have provided a wide range of services on National Forest lands since before the creation of the Forest Service. These services range from simple "mom and pop" stores or a hunting camp to lodges and resorts to full blown destination ski areas.

The justification and authorization of these private enterprises on publicly owned lands is to provide the goods and services to meet the public need which can't be provided through public methods. The objectives in FSM 2340.2 reads as follows:

"To provide, under special-use authorization, sufficient, suitable facilities and services...to meet public needs, as determined through land and resource management planning."

There are two key parts to that objective which give considerable challenge to management of commercial services.

1. To provide sufficient..."suitable facilities and services..." Who is to determine what is sufficient, and to what quality? The provider, an entrepreneur, either wants more of, or bigger than the Forest Service administrator believes is necessary, or, conversely, he/she is unable to meet the minimum standards set because they are beyond the financial capability of the operator.

2. How can public needs be determined through land and resource management planning? if the public use is not established, how will we know that the need exists? Marketing studies can provide this information, but few Forest Service employees are trained in obtaining this information. Restrictions on public surveys severely limit agency ability to collect marketing information needed without costly contracts or agreements with universities.

The historical attitude of the Forest Service was that "recreation is a suitable use of National Forest land and you were welcome to go find the land and use it." It was not agency culture to encourage or promote recreation use of National Forest lands. The agency attitude toward commercial use was that it was a "necessary evil" to be closely regulated. Consequently, the permit system which developed within the agency was designed to provide tight control of the private providers or permittees.

This attitude and the attitude toward recreation in general was undergoing gradual change when accelerated by the National Recreation Strategy, starting in 1987, and continuing. A key tenet of the strategy is that public facilities will not be able to provide all of the facilities needed, and extended reliance on private providers will be necessary. The strategy also recognizes that much of America is becoming urban and is located far from most of the National Forests. This new attitude directs that to give those urban dwellers an opportunity to utilize their National Forests private services will be necessary.

The current phrase describing these private providers is "recreation service partners." This phrase embraces the concept that the Forest Service and private industry will work together as partners to provide services to the American public. None of the older concepts of tight regulation to insure that the commercial services are providing a needed and satisfactory

service has been abandoned. This places the Ranger District administration in the position of being both the advocate and the regulator of the private sector.

b. *Training Objectives* for providing public service through commercial services

1. Understand the legal authorizations, regulations, policies and directions in Special Use Permit management.
2. Be able to prepare and administer a a Special Use Permit.
3. Understand the National Recreation Strategy as it applies to "partnerships," the inherent conflicts, and when to seek help.

c. *Suggested Reading* for providing public service through commercial services

1. Region 1, USDA Forest Service, 1989. Partnerships for the Future, final recommendations of the R-1 Outfitter Policy Task Force.
2. USDA Forest Service, 1990. Forest Service Manual 2340, Privately Provided Recreation Opportunities.
3. USDA Forest Service, 1990. Forest Service Manual 2700 Special Uses.

d. *Training Opportunities* for providing public service through commercial services

1. Special Use Administration training (8 hours). Region or Forest

	Entry	Journey	Advanced
Resource Assistant	X		
Recreation Technician	X		

2. Negotiation training. See section on Personal skills in part IV.

	Entry	Journey	Advanced
Resource Assistant		X	
Recreation Technician		X	

3. Colorado State University, Division of Continuing Education Correspondence Study Course.

Course #434 RIM system, Special Use and Appeals

	Entry	Journey	Advanced
Resource Assistant	X		
Recreation Technician	X		

12. Visual Resources Management (VRM)

a. *Discussion*

Landscape management support involves identifying what the impacts of a proposed project will be in visual terms and finding methods to reduce a negative impact. Often it means evaluating the effects of several alternatives to assist the line officer in making a decision.

Management activities on the National Forests usually involve manipulation of vegetation or soils. The visual result can be extremely displeasing, especially to urban visitors. Often the design of the ugly act could have been modified to greatly reduce the visual impact. On the National Forests the greatest visual impacts are caused largely by the timber management program and its attendant road construction. However, fire management, ski areas, trails, campgrounds, administrative sites, power lines, mining, and range management also can have significant impacts.

On most Districts in the Forest Service the Resource Assistant is the staff officer charged to insure that visual quality objectives are met. This can be accomplished by the Resource Assistant, by working with a subordinate charged with the work, or by working with a specialist from another office. In any of the situations, the Resource Assistant should have some level of training and understanding of the art of visual resource management, and in many situations should have significant training.

FSM 2380.41 places responsibility on the Regional Forester to "establish a Region-wide training program..." The Region 1 supplement (R-1 FSM 2380.4 Supp. 67) breaks visual training into three levels.

1. Level I - All employees, approximately 2 to 4 hours to become familiar with agency responsibilities in managing the visual resource. (This training was offered in the early days of visual management in the agency, but most employees entering the agency after 1980 have not been exposed to it).
2. Level II - Approximately 24 hours for employees whose duties include activities that affect the visual resource, such as range, recreation, watershed, timber, wildlife, etc. These duties include preparation of environmental assessments and Forest land management planning. Also seldom offered, but the training goals include the following:
 - a. Be able to analyze a landscape and describe it in visual management terms.
 - b. Be able to identify sensitive areas of a landscape where management activities can have the greatest visual impact.
 - c. Be able to state and define the concepts of Visual Management System (VMS) and apply them in determining the Visual Quality Objective (VQO)
 - d. Be able to determine VQO achievements in Forest Service related projects.
 - e. Understand visual absorption capability and how it is determined.
3. Level III ("paraprofessional")- Approximately 40 hours minimum for employees working with VRM in Forest planning and management. This training would develop skills in application of VRM in special areas or fields. These could include timber sales, ski areas, power lines, etc. Specialized training would include computer analysis and graphics and training in the resource field such as utilities, timber management, winter sports, etc.

From the above it is apparent that both the Recreation Technician and the Resource Assistant should have 24 hours training as a minimum. Beyond that the training needed will depend on the kinds and amount of work being done on the District, the availability of assistance from VRM specialists, and the degree of responsibility for VRM carried by the position.

b. *Training Objectives for Visual Resource Management*

1. Be familiar with Visual Resource Management techniques and the importance of managing the visual resources.
2. Be able to use VMS concepts in determining the Visual Quality Objective (VQO) of areas.
3. Be able to determine if VQO's were met in Forest Service projects.

c. *Suggested Reading for Visual Resources*

1. FMS 2380 with Regional supplements.
2. National Forest Landscape Management. These are a series of books and pamphlets produced by the Forest Service, U.S. Department of Agriculture. They are broken into several "volumes" and "chapters" even though each is its own book or booklet.

Volume I Basic text to illustrate the concepts, elements, and principles of the landscape management program. U.S. Department of Agriculture (US-DA) Handbook Number 434.

Volume II A series of small booklets and pamphlets each covering a chapter. Each chapter deals with the application of volume I principles to a specific function or area of concern as follows.

Chapter 1 - The Visual Management System (Big Eye Book)

Chapters include; premises, important terms, system processes and scope, variety classes, sensitivity levels, quality objectives. USDA Handbook 462.

Chapter 2 - Utilities

Chapters include planning a utility system, visual characteristics of utilities, visual dominance elements and utilities, visual impacts on the landscape, examples of utility installations, and technical aspects of utilities. USDA Handbook 478.

Chapter 3 - Range

Chapters include the invasion of brush, landscape management concepts, dominance elements, basic planning data, design guidelines, vegetative control measures, and range structures. USDA Handbook 484.

Chapter 4 - Roads

Chapters include reducing visual impact of roads, resolving conflicts of visual impact reduction, and methods of display. USDA Handbook 483.

Chapter 5 - Timber

Chapters include landscape design, planning the corridor viewshed, ponderosa pine, lodgepole pine, southern pine, northern hardwoods, douglas-fir, sitka spruce-western hemlock, rehabilitation, and logging systems. USDA Handbook 559.

Chapter 6 - Fire

Chapters include fire management and control, planning, managing vegetation by prescribed fire, managing the residues, hazard reduction, and physical facilities for control and pre-suppression. USDA Handbook 608.

Chapter 7 - Ski Areas

Chapters include ski area developments and USDA Forest Service, landscape management concepts for ski area planning and design, a planning procedure, developing the master plan, detailed design and construction, and monitoring. USDA Handbook 617.

Chapter 8 - Recreation

Chapters include history, planning, forest plans, design narratives, site plans, settings, landscape character, landscape principles, opportunities, and activities. USDA Handbook 666.

d. Training Opportunities in Visual Resources Management

1. Orientation to Visual Resource Management, Level I (4 hours).

	Entry	Journey	Advanced
Resource Assistant	X		
Recreation Technician	X		

2. Level II (24 hours).

	Entry	Journey	Advanced
Resource Assistant	X		
Recreation Technician		X	

3. Level III. Paraprofessional (about 40 hours). Includes classroom training and a project. The need for this session would require intensive involvement on ID teams and typically would not be appropriate for either of these positions if they are to carry a significant work load in other elements of recreation management.

	Entry	Journey	Advanced
Resource Assistant			X
Recreation Technician			X

4. NEPA training. (8 to 32 hours) Usually Region sponsored presented by a private contractor (see skill area 2 above).

	Entry	Journey	Advanced
Resource Assistant	X		
Recreation Technician	X		

13. Cultural Resources Management

a. *Discussion*

Cultural resources support involves locating historic or prehistoric sites that would be impacted by a proposed project, determining the significance of the site, alerting project planners so they can avoid the site, or if the site cannot be avoided, working with the State Historic Preservation Office and the Advisory Council on Historic Preservation to carry out mitigation measures. "The cultural Foundation of our Nation includes buildings, sites, areas, architecture, memorials, and objects having scientific, historic, or social values. These comprise an irreplaceable resource relating to past human life." (FSM 2361)

There are several laws and many regulations that one must become familiar with in this field. Special personal skills are needed for dealing with local Indian tribes and others with different ethnic backgrounds, cultures, and religions.

Typically, human use of sites did not begin with white contact. Places useful today were useful to those who came before us and for the same reasons. Travel routes in use today were used for thousand of years. Campgrounds, administrative sites and other places modern man needs for contemporary work are normally the more level sites with good access, water and other desirable features. They have been used by generations before us. Without care in identifying and protecting these sites the information available there will be forever lost.

The goal of the cultural resources program as part of multiple-use management in the National Forest system is to manage these resources for the following purposes:

1. Preventing loss or damage of cultural resources until they can be evaluated for scientific study, interpretation services or other appropriate uses.
2. Integrating the cultural resource program into multiple use management of the National Forest system.
3. Scientific study to gain knowledge about past human behavior.
4. Interpretation so that the public may gain a better understanding and perspective of our heritage. (FSM 2361)

True cultural resources management work is professional work of an archaeologist who typically has a bachelors' degree in anthropology (or closely related field) and a masters' degree in anthropology, history, or architecture. Today National Forests usually have one or more cultural resources professionals on the staff in the Supervisors' Office, but most Ranger Districts cannot support a full time professional person. The Supervisor's Office provides an overview of the program, monitoring of projects, and technical assistance on large or special projects. However, the main task of identification and protection of the sites is the responsibility of the Ranger District. On most Districts the responsibility lies with the Resources Assistant.

The work on the District is accomplished by one of two systems: hiring or contracting for short (less than a year) periods with a professional archaeologist or training people in a Paraprofessional program. A paraprofessional cultural resources specialist has completed specialized training and works under the guidance of a professional. Typically, a paraprofessional seasonal hire on a District works for the Resource Assistant but must have his/her work approved by the forest archeologist based in the Supervisor's office.

In either case the Resource Assistant is responsible for identifying the work to be done and for follow up and monitoring of day to day activities. To carry this out effectively and efficiently

the Resource Assistant must have significant training and understanding of the laws and policies guiding work on National Forest lands. Many Resource Assistants have received paraprofessional training themselves (usually 40 hours course). FSM 2361.4

b. *Training Objectives for Cultural Resources Support*

Forest Service Manual 2361.4 requires a 40 hour course with the following minimum training requirements.

1. *Program direction* - Understand legal and regulatory authority; Forest Service policy; coordination with government and other agencies, institutions, and organizations; and relevant research philosophy.
2. *Background knowledge and skills* - Be introduced to the history, ethnography, and archaeology of the area where training is performed; the variety and methods of pre-field study; the basis lithic and other relevant tool technologies; the identification of artifacts and other relevant resources representative of the area.
3. *Methods and Techniques of Field Survey* - This should be the major element of study and should be well supervised by professionals.
4. *Preparing documents and reports.*

c. *Suggested Reading for Cultural Resources Support*

1. FSM 2360 Cultural Resources with Regional supplements.
2. Laws related to cultural resources. Many of these are covered in the text found in most offices, "Laws related to Forest Service Activities."

3. Directives and technical bulletins issued by your State Office of Historic Preservation.

d. *Training Opportunities* in Cultural Resources Support

1. Orientation to Cultural Resource Management (8 hours)

	Entry	Journey	Advanced
Resource Assistant	X		
Recreation Technician	X		

- b. Paraprofessional or Cultural Resource Technical training. (About 40 hours)

	Entry	Journey	Advanced
Resource Assistant	X		
Recreation Technician		X	

3. Cultural Resources for Managers. (16 to 32 hours)

	Entry	Journey	Advanced
Resource Assistant			X
Recreation Technician			

4. NEPA training (8 to 32 hours). Usually Region sponsored presented by a private contractor. See skill area 2 above.

	Entry	Journey	Advanced
Resource Assistant	X		
Recreation Technician	X		

14. Recreation Support

a. Discussion

Recreation support involves determining what the effects of a proposed project will have on existing or planned recreation activities and finding ways to reduce negative impacts. Often positive features to customer service and general recreation can be planned in non-recreation projects. The effects of different alternatives must often be displayed in an Environmental Assessment to allow a line officer to make a decision.

To work successfully on an ID Team a person needs several skills such as listening, a basic understanding of the project being considered (i.e., fire management, timber, soils, fisheries, etc). The team member must also understand the National Forest Management Act (NFMA), the National Environmental Policy Act (NEPA) together with agency policies and directives for meeting those acts. The recreation team member must also understand the recreation activities occurring in the area and know what is currently being planned. Finally, the team member should be a good communicator in the broadest sense of the word.

b. Training Objectives for Recreation Support

1. Understand NEPA and NFMA well enough to work with the process in project planning.
2. Understand recreation planning techniques and concepts.
3. Be able to communicate orally and in writing to the ID Team members, to line officers, and to the general public.

c. Suggested Reading for recreation support

1. FSM 1900 Planning

d. Training Opportunities for recreation support

1. NEPA training (32 to 40 hours)

	Entry	Journey	Advanced
Resource Assistant	X		
Recreation Technician	X		

2. Colorado State University, Division of Continuing Education correspondence Study Courses.

Course #432	Foundations of Forest Recreation
Unit #3	Role of National Forest System and Forest Service in Outdoor Recreation.
Unit #4	Major Sources of Outdoor Recreation

	Entry	Journey	Advanced
Resource Assistant	X		
Recreation Technician	X		

Course #433 Meeting the needs of Recreation Resource Users
 Unit #5 Visitor Behavior
 Unit #8 Role and Function of Interpretive Services

	Entry	Journey	Advanced
Resource Assistant	X		
Recreation Technician		X	

Course #436 Recreation Planning
 Unit #15 Recreation Opportunity Spectrum
 Unit #16 Economic Analysis
 Unit #17 Visual Resources
 Unit #18 Cultural Resources

	Entry	Journey	Advanced
Resource Assistant	X		
Recreation Technician		X	

3. Marketing - In this case it is necessary to understand the diverse users of the Ranger District, especially in the dispersed areas. Several universities offer courses tailored to Forest Service needs and range from two days to two weeks. Often the end product is a marketing plan for the District/Forest.(80 hours) Region

	Entry	Journey	Advanced
Resource Assistant		X	
Recreation Technician			X

PART IV

SUMMARY CHARTS OF SUGGESTED TRAINING

A summary chart displaying the available training, the length in hours of the training, the skill areas in which the training is needed, and at what time period in a person's career the training should be received is displayed for each of the two positions.

To use the chart one should look at the skill areas of primary concern first. Identify training opportunities not yet received to assist in developing annual training plans.

Chart A: GS-11 Resource Assistant

Chart B: GS-9 Recreation Technician

GS-11 RESOURCE ASSISTANT Training Standards and Scheduling

No.	Training	Hrs.	ADMIN/SUPERVISORY			PLANNING			ROLE OF N. F.'s			VISITOR INFO			DEVELOPED SITES			DISPERSED REC.			LAW ENFORCEMENT			TRAILS			WILDERNESS			WILD & SCENIC RIVERS			COMMERCIAL SERV. ADMIN			VISUAL RESOURCES			CULTURAL RESOURCES			GENERAL SUPPORT		
			Entry	Journey	Advanced	Entry	Journey	Advanced	Entry	Journey	Advanced	Entry	Journey	Advanced	Entry	Journey	Advanced	Entry	Journey	Advanced	Entry	Journey	Advanced	Entry	Journey	Advanced	Entry	Journey	Advanced	Entry	Journey	Advanced	Entry	Journey	Advanced	Entry	Journey	Advanced						
	PERSONAL SKILLS TRAINING by OPM, Regional or Private																																											
	Basic Supervision	40	.																																									
	Advanced Supervision	40	.																																									
	Mgt. Fundamentals	40	.	.																																								
	Managerial Grid	40	.	.																																								
	Career/Life Planning	30	.	.																																								
	Briefing/Pub. Speaking	24	.	.																																								
	Report Writing	32	.	.																																								
	Dealing W/Diff. People	8	.	.																																								
	Conflict Res.	24	.	.																																								
	NEPA	32			.																																							
	Negotiation Training	40			.																																							
	Legislative Affairs	12	.	.																																								
	CLEMON OR UTAH Recreation Short Courses	200	.	.																																								
	COLORADO STATE CORP. COURSES																																											
432	Foundations of For. Rec.	40		.		.		.		.		.		.																			
433	Meeting Needs of For. Visitor	40		.		.		.		.		.		.																			
434	REM, Special Uses	40		.	.			.		.		.		.																			
435	Trails, Facility Design	40		.				.		.		.		.																			
436	Recreation Planning	40		.				.		.		.		.																			
437	CRV, River & Winter Recreation	40		.				.		.		.		.																			
438	Wilderness	40		.				.		.		.		.																			
	MISC. TRAINING, FORMAL, BY REGION, FOREST OR PRIVATE																																											
	Interpretive Imp., basic	16						.		.		.		.																							
	Working W/Media	16						.	.	.		.		.																							
	Developed Site training	16						.		.		.		.																							
	Law Enforcement II	40						.		.		.		.																							
	Law Enforcement IV, post 9 wks	360						.		.		.		.																							
	Law Enforcement for managers	40						.		.		.		.																							
	Trail Mgt., basic	32						.		.		.		.																							
	Tr. Contracts, Prep. & Admin.	40						.		.		.		.																							
	Trail COR, OJT & classroom	40						.		.		.		.																							
	Wilderness Mgt., basic	40						.		.		.		.																							
	Limit of Acceptable Change	32						.		.		.		.																							
	Intro. to Cultural Resource Management	8						.		.		.		.																							
	Cultural Res. Tech.	40						.		.		.		.																							
	CR for managers	24						.		.		.		.																							
	Intro. to Visual Mgt.	4						.		.		.		.																							
	VRM Level II	24						.		.		.		.																							
	VRM Level III	40						.		.		.		.																							
	Special Use Permit Admin.	8						.		.		.		.																							
	FRS (VRM) Training	24			.			.		.		.		.																				
	Marketing for Nat. Res.	80			.			.		.		.		.																				
	HINEMILE TRAINING CENTER COURSES																																											
1	Horse Handling & Packing	32																																										
2	Horse use for Managers	16																																										
3	Defensive Horsemanship	8																																										
4	Min. Impact Camp/GrizzCountry	16																																										
5	Primitive Skills (X-C Saw etc.)	32																																										
6	Outfitter Guide Admin.	16																																										
7	Jr. Bridge Construction by Hand	32																																										
8	Trail Drain. & Structures	20																																										
9	Trail Poles & Gradara	32																																										
10	Understanding Llamas	16																																										
	WORKSHOPS BY REGION, FOREST, OR OTHER AGENCIES																																					</						

GS-9 RECREATION TECHNICIAN Training Standards and Scheduling

			ADMIN/ SUPER- VISORY			PLAN- NING			ROLE OF N. F.'s			VISITOR INFO			DEVEL- OPED SITES			DISPER- SED REC.			LAW ENFOR- CEMENT			TRAILS			WILDER- NESS			WILD & SCENIC RIVERS			COMMER- CIAL SERV. ADMIN			VISUAL RESOUR- CES			CULTUR- AL RESOUR- CES			GENERAL SUPPORT		
No.	Training	Hrs.	Entry	Journey	Advanced	Entry	Journey	Advanced	Entry	Journey	Advanced	Entry	Journey	Advanced	Entry	Journey	Advanced	Entry	Journey	Advanced	Entry	Journey	Advanced	Entry	Journey	Advanced	Entry	Journey	Advanced	Entry	Journey	Advanced	Entry	Journey	Advanced	Entry	Journey	Advanced						
	PERSONAL SKILLS TRAINING by OPM, Regional or Private																																											
	Basic Supervision	40	.																																									
	Advanced Supervision	40		.																																								
	Mgt. Fundamentals	40			.																																							
	Managerial Grid	40			.																																							
	Career/Life Planning	30		.																																								
	Briefing/Pub. Speaking	24	.																																									
	Report Writing	32		.																																								
	Dealing W/Diff. People	8		.																																								
	Conflict Res.	24			.																																							
	NEPA	32				.																																						
	Negotiation Training	40					.																																					
	Legislative Affairs	12																																										
	CLEMSON OR UTAH Recreation Short Courses	200																																										
	COLORADO STATE CORR COURSES																																											
432	Foundations of For. Rec.	40			.			.			.			.			.			.								
433	Meeting Needs of For. Visitor	40			.			.			.			.			.			.								
434	RIM, Special Uses	40			.			.			.			.			.			.								
435	Trails, Facility Design	40			.			.			.			.			.			.								
436	Recreation Planning	40			.			.			.			.			.			.								
437	CRY, River & Winter Recreation	40			.			.			.			.			.			.								
438	Wilderness	40			.			.			.			.			.			.								
	MISC TRAINING, FORMAL, BY REGION, FOREST OR PRIVATE																																											
	Interpretive Trng., basic	16						.			.			.			.			.											
	Working W/Media	16						.			.			.			.			.											
	Developed Site training	16						.			.			.			.			.											
	Law Enforcement II	40						.			.			.			.			.											
	Law Enforcement IV, post 9 wks	360						.			.			.			.			.											
	Law Enforcement for managers	40						.			.			.			.			.											
	Trail Mgt, basic	32						.			.			.			.			.											
	Tr. Contracts, Prop. & Admin.	40						.			.			.			.			.											
	Trail COR, OJT & classroom	40						.			.			.			.			.											
	Wilderness Mgt., basic	40						.			.			.			.			.											
	Limit of Acceptable Change	32						.			.			.			.			.											
	Intro. to Cultural Resource Management	8						.			.			.			.			.											
	Cultural Res. Tech.	40						.			.			.			.			.											
	CR for managers	24						.			.			.			.			.											
	Intro. to Visual Mgt.	4						.			.			.			.			.											
	VRM Level II	24						.			.			.			.			.											
	VRM Level III	40						.			.			.			.			.											
	Special Use Permit Admin.	8						.			.			.			.			.											
	PRIS (PRM) Training	24			.			.			.			.			.			.								
	Marketing for Nat. Res.	80						.			.			.			.			.											
	MINEMILE TRAINING CENTER COURSES																																											
1	Horse Handling & Packing	32						.			.			.			.			.											
2	Horse use for Managers	16						.			.			.			.			.											
3	Defensive Horsemanship	8						.			.			.			.			.											
4	Min. Impact Camp/GrizzCountry	16						.			.			.			.			.											
5	Primitive Skills (X-C Saw etc.)	32						.			.			.			.			.											
6	Outfitter/Guide Admin.	16						.			.			.			.			.											
7	Jr. Bridge Construction by Hand	32						.			.			.			.			.											
8	Trail Drain. & Structures	20						.			.			.			.			.											
9	Trail Floors & Graders	32						.			.			.			.			.											
10	Understanding Llamas	16						.			.			.			.			.											
	WORKSHOPS BY REGION, FOREST, OR OTHER AGENCIES																																											
	W & SR Basic Workshop	32						.			.			.			.			.											
	National River Conferences	32						.			.			.			.			.											
	Details on other Rivers	40						.			.			.			.			.											
	Dry Site Workshops	16						.			.			.			.			.											
	Dispersed Mgt. Workshop	16						.			.			.			.			.											
	Trail Mgt. Workshop	32						.			.			.			.			.											
	Interpretive Workshops	16						.			.			.			.			.											
	Law Enforcement Refreshers	8						.			.			.			.			.											
	Wilderness Workshops	24						.			.			.			.			.											

CS-9 RECREATION TECHNICIAN

PART V

FUTURE WORK NEEDED

Significant training opportunities are being offered that were not identified by the author. These need to be identified and made available to recreation managers. This would probably be most advantageous if done on a Regional basis or if several Regions worked together in a joint effort.

Objectives and suggested reading shown in this paper may not always meet current direction or provide the latest information for the specialty for two reasons.

1. Things are always changing, especially with the Forest Service Manual changes in recent years.
2. Much of this written work came from my own training (which can be quite dated) or from printed information which is out of date. Active review and updating by interested subject matter specialists is needed.

RECOMMENDATIONS

Regions or groups of regions should create a recreation training information handbook to be available on each Ranger District. Small teams of subject matter specialists should be able to significantly add and correct information provided here. Objectives and reading matter in particular need to be reviewed. Some of the training being offered today is simply repeating training without review of the objectives of that training. As conditions change, the objectives of the training need to be reviewed frequently. The kinds of training to be emphasized could change significantly from Region to Region.

An up-to-date reading list, especially for technical fields would be helpful for many recreation professionals. There often is a confusing variety of books on a subject. For a person unfamiliar with an area just selecting reading matter is a hit or miss proposition.

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